

**CLINICAL PSYCHOLOGY DOCTORAL TRAINING
PROGRAM HANDBOOK**

**Texas A&M University
Department of Psychological & Brain Sciences
College of Arts and Sciences**

2025-2026



Information Regarding Requirements for the Doctoral Degree in Clinical Psychology

I. Overview

The doctoral program in clinical psychology at Texas A&M University (TAMU) historically has adhered to a scientist-practitioner model of training. This model emphasizes that integrated skills in science and practice serve as the foundation for generating the knowledge base and applications to practice that clinical psychology requires to continue to develop and contribute to human welfare. Scientist-practitioner psychologists embody a practice relevance in their research and a research orientation in their practice. In recent years, our training program has focused predominantly on recruiting students who have primary interests in research-oriented career paths and directing graduates of our program toward careers in academic or research settings rather than direct clinical service delivery. Most of our graduates pursue research positions in academic or medical settings, or clinical training or administrative positions in medical centers or community or governmental agencies. We describe the clinical program as a scientist-practitioner model with clinical science emphases, noting that our graduates acquire the foundation for pursuing a strong clinical scientist career in an academic or research setting, a robust scientist-practitioner career in a medical or other training institution, or an administrative role in a service delivery agency.

This Clinical Psychology Doctoral Program Handbook provides a summary of curriculum requirements as they relate to the identified core foundation in psychological science. The clinical training program at TAMU subscribes to the importance of broad training that prepares its graduates to work with varied clinical phenomena and populations in various settings. Consequently, we have historically eschewed specializations that restrict breadth of didactic or clinical experiences. At the same time, we recognize the importance of providing more intensive, focused training experiences in specific domains and seek to retain sufficient flexibility to respond to both substantive areas of collective expertise reflected in our faculty and training/service needs of the discipline and consumer population. All our students are expected to acquire understanding and competence in the conduct and interpretation of clinical research methods, as well as assessment and intervention of emotional and behavioral disorders.

The clinical training curriculum reflects the program's stance that each student should develop a program of coherent educational and training experiences tailored to their specific professional goals, in consultation with the research advisor, doctoral advisory committee and, where appropriate, the clinical program faculty. The clinical program strives to provide a structured series of experiences that helps students achieve professional identity. The curriculum integrates course work, research experience under the guidance of a mentor, and supervised clinical experience and/or learning.

Every clinical doctoral student is required to complete the core clinical and department curricula to facilitate satisfaction of APA accreditation guidelines and state licensure requirements. All students are expected to develop competence in both research and clinical skills in a manner consistent with the program's training model. In addition, every student is expected to acquire competence in the assessment and treatment of emotional and behavioral disorders across the lifespan, although the relative balance of emphasis on adult versus child or adolescent clients may vary. With faculty guidance, students are responsible for matching their degree plans with APA accreditation, university, departmental, and clinical program requirements, as well as with their career plans and plans for licensure as a

psychologist. Please be advised that, according to the Association of State and Provincial Psychology Boards (ASPPB), if a substantive content area for a given student's degree transcript is covered in more than a single 3-credit hour course or in a course with a title that is not indicative of that content, supporting documents (e.g., a course syllabus, University course catalog, official course numbers and titles), may be required for licensure or other credentials. Students are strongly encouraged to keep records of all course syllabi for future licensure.

Requirements regarding the thesis and dissertation research, doctoral preliminary examination, dissertation defense, predoctoral internship, and other university policies and procedures are also articulated in this handbook. Anytime you see an asterisk (*) next to a section heading, this indicates that you should check the PBSI handbook for additional/the most updated information on this topic. As a student within the Clinical Program, you are required to fulfill the requirements of both the clinical program in the Department of Psychological and Brain Sciences. Therefore, it is each student's responsibility to ensure that they are following the most updated program requirements for both departments.

Student Record Retention Policy

All doctoral students in the clinical psychology doctoral program at Texas A&M University can expect that their student records will be stored in perpetuity on encrypted, university shared drives.

II. Program Curriculum

Ila. Overview of Course Curriculum

Students must confirm directly with the Graduate and Professional School (Graduate School) and the Department of Psychological & Brain Studies Associate Head of Graduate Studies, and the Director of Clinical Training (DCT) regarding registration requirements unique to their persons; circumstances, which may differ from what is described here.

Students are strongly encouraged to regularly consult with the Graduate and Professional School <https://grad.tamu.edu/>, the Department of Psychological & Brain Studies Associate Head of Graduate Studies, and the Director and/or Associate Director of Clinical Training to ensure that University, Departmental, and Program requirements and deadlines are complied with, so as to promote timely progress toward completion of degree requirements.

The Clinical Psychology Doctoral Training Program is designed with attention to structure and curriculum flow consistent with a scientist-practitioner model. Specifically, the clinical program strives to fully integrate the range of research, clinical, teaching, and other applied skills in training doctoral students. This approach views research and clinical practice as interwoven rather than as two discrete sets of skills. As a result, successful graduates should have the options of a strong clinical research career (e.g., joining the faculty of a major research university or being a researcher for a government agency) as well as a robust scientist-practitioner career (e.g., joining the faculty of a medical school or teaching institution or serving in an administrative role in a service delivery agency).

APA Accreditation Requirements. The American Psychological Association (APA) stipulates that students in accredited clinical programs should demonstrate competence in:

1. **Profession-wide competencies (PWC)** including: a) research, b) ethical and legal standards, c) individual and cultural diversity, d)

professional values, attitudes, and behaviors, e) communication and interpersonal skills, f) assessment, g) intervention, h) supervision, and i) consultation and interprofessional/interdisciplinary skills.

2. **Discipline-specific knowledge (DSK)** including: a) affective aspects of behavior, b) biological aspects of behavior, c) cognitive aspects of behavior, d) developmental aspects of behavior, e) social aspects of behavior, f) history and systems of psychology, g) advanced integrative knowledge, h) research methods, i) statistical analysis, and j) psychometrics.

Students must also demonstrate advanced integrative knowledge in 2 or more of the discipline specific areas (see DSK, a-e). This is typically done via a graduate-level course that serves as an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas. These areas of competence and knowledge may be demonstrated through students' participation in coursework (full courses or parts of courses). For the DSK areas (and for "advanced integrative knowledge"), APA requires that knowledge be demonstrated via an "evaluated educational experience" (EEE), defined as "a learning experience (e.g., course, parts of courses, or independent study) the outcome of which is assessed by a person recognized as having current knowledge and expertise in the area of the learning experience."

Our program faculty understands that establishing a general knowledge base in the field of psychology not only supports the development of program-specific professional competencies but also promotes intradisciplinary research that advances our understanding of human behavior. Evaluated educational experiences outside of didactic coursework that demonstrate competency (i.e., first author paper) offer greater responsiveness to the career goals and educational experiences of individual students and programmatic support of timely progress towards the degree. Disadvantages of the current strategy include an increased monitoring of educational experiences.

Establishing competency in discipline-specific knowledge areas:

*Category 1: History and Systems - undergraduate degree curriculum coupled with content infused in our graduate curriculum. **Please note: Starting with the 2026-2027 academic year, specifically Summer Session 2 -2026, a History and Systems course will be offered. All students will be expected to complete this course with a grade of 'B' or better to demonstrate competence in this DSK area.***

Category 2: Targeted graduate level courses that appear regularly in the rotation of departmental curricula can satisfy the competency requirements for social (PSYC 620: Theories of Social Psychology) and cognitive (PSYC 603: Cognitive Psychology) DSK competencies. Two other primary strategies to achieve the substantial understanding of discipline specific knowledge are described below:

Strategy A: Coverage is provided by the evaluation of appropriate content distributed across multiple didactic courses or formal exams. This strategy requires that the Clinical Curriculum Committee reviews syllabi to ensure appropriate content and evaluation of that content (i.e., there is recognition that course content and evaluations of course content may vary depending on the instructor).

Strategy B: A first author manuscript published in a peer reviewed journal identified with the discipline-specific knowledge (DSK) base (e.g., affective, biological, cognitive, developmental, social) can be used to demonstrate substantial content understanding when the introduction and discussion includes appropriate review of the discipline-specific knowledge base. Peer-review is accepted as the evaluative component and a primary (i.e., first author) role of the graduate student in the research and manuscript preparation as indicated by order of authorship is accepted as evidence of their educational experience. A manuscript submitted but not yet accepted would not satisfy the requirement. The supervising faculty member is expected to complete the First Author Publication DSK Form to document the student's competency in the relevant DSK area.

*The preliminary exam affords another opportunity to establish discipline-specific knowledge, and one that was deemed appropriate in correspondence associated with the last site visit. In this strategy, students generate a reading list that is supplemented and approved by the dissertation committee chair. As part of the student's preliminary exam, the committee probes the student's understanding of a specific DSK area. The responses from the student are graded by the chair as PASS (has demonstrated graduate level knowledge of developmental aspects of behavior) or FAIL (has not demonstrated graduate knowledge of developmental aspects of behavior). **Please note: students and faculty have not used this avenue to establishing a student's DSK competency, and therefore, this avenue will be phased out starting in the 2026-2027 academic year.***

*Category 3: This is achieved by an integrated didactic course. Current electives that meet the requirement include, for example, PSYC 689: Cognitive Neuroscience of Aging; PBSI 689: Cognitive Neuroscience Foundations; and EPSY 606: Motivation and Emotion for Optimal Learning and Performance. It is possible for an integrative course to meet Category 2 requirements. However, the review of the syllabus must reveal clear evidence of the evaluation of each area. A single grade assigned to such a course without evaluation of each component of the integrated knowledge base would not satisfy our requirements. **Please note: starting with the 2026-2027 academic year, we will offer an annual Cognitive-Affective Aspects of Behavior course which will assess student's competencies in the Cognitive Aspects of Behavior, Affective Aspects of Behavior, and Advanced Integrative Knowledge via specific tailored readings and assignments that evaluate each DSK area.***

Category 4: Department and clinical area requirements include department and area required graduate courses in research methods and statistical analyses (PSYC 607: Experimental Methods, PSYC 671: Experimental Design in the Behavioral Sciences). As summarized in the curriculum map, psychometrics are also addressed clinical area required courses in assessment (PSYC 623: Psychological Assessment I and PSYC 624: Psychological Assessment II). Competency is also assessed in committee review of the thesis and dissertation.

Students often have questions regarding courses that fulfill the DSK requirements listed above¹. The purpose of this requirement, as specified by APA in the Standards of Accreditation, is to ensure that students “acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.”

¹ Discipline-Specific Knowledge (DKS) FAQs

- What are the different ways I can satisfy Category 2 and 3 requirements?
 - Coverage of graduate-level discipline-specific knowledge within an accredited program may be provided through coursework (e.g., individual courses or material infused across multiple courses) or through other evaluated educational experiences (e.g., research requirements, qualifying examinations, or other methods).
- Can I use a Category 3 course (e.g., Cognitive-Affective Psychology) to satisfy two Category 2 requirements?
 - Programs must provide a minimum of one integrative evaluated educational experience (Category 3: Advanced Integrative Knowledge), it is permissible to achieve multiple required graduate-level competencies in DSK through one or more integrative experiences. HOWEVER, whether the integrative course achieves the goal will depend on the syllabus and evaluative experience. Please see the DCT for more information.
- Can I use a graduate course from another institute to meet the DSK requirements?
 - Yes, if the syllabus is consistent with the requirements.
- I am one of the lead authors on a peer-reviewed paper. The topic is consistent with one of the Category 2 domains. Can this manuscript be used to meet the requirement?
 - Depending on your role in the research, a published manuscript can satisfy a DSK requirement in whole or in part.
- I published a paper on cognitive aspects of a psychological disorder. Can this satisfy the requirement for foundational knowledge in the cognitive aspects of behavior?
 - Like courses with a focus on clinical psychology content (e.g., Neuropsychology, Cognitive Therapy), it does not alone fulfill the category. However, it could be paired with other learning experiences (e.g., course, parts of courses, or independent study) with an evaluative educational experiences to meet with requirement.

To help you select courses in the program, a worksheet has been developed with each of these requirements listed (see Appendix B).

NOTE: Following graduation, you may wish to earn a license to practice clinical psychology in one or more North American states or provinces. The licensure application (for some states in particular) similarly will require you to demonstrate competence in the areas above; in most cases, obtaining a doctoral degree from an APA-accredited doctoral program suffices. However, licensure applications in some states sometimes require coursework, while other states are more flexible in the procedures used to help you obtain a sufficient level of competence. You can find links to every state and province psychology licensing board at <https://www.asppb.net/> and the licensure applications and requirements for most states/provinces are available online.

IIb. Key Areas of Clinical Program Curriculum

Issues of **Professional Ethics, Diversity/Culture, and History and Systems** are infused into each clinical core course and clinical elective course. These issues are clearly described in each course listing and in each course syllabus. Certainly, these three topics are germane to the entire field of clinical psychology and are integral to both the academic and applied aspects of doctoral training.

Each graduate student entering the program is required to join one or more **faculty-led research teams** during their first year in the program. By doing so, students receive the opportunity to collaborate with team members in developing research questions, designing empirical studies, collecting and analyzing data, writing manuscripts and presenting results at national and regional conferences. Students also are required to complete a number of research, measurement, and statistics courses by the completion of their second year of study, so that they have the knowledge and skills to participate meaningfully in research activities. Students are admitted to the program using our mentor-match model, wherein incoming students are immediately assigned to work with an individual faculty member. Some students are admitted by two collaborating faculty members who will serve as co-mentors. Therefore, as early as prior to the start of the first Fall semester and no later than the end of the first Fall semester, students must identify a department faculty member who will serve as their graduate faculty advisor and master's thesis committee chair.

All incoming students in the Department, including clinical area students, are required to begin work on a First Year Research Project very early in their first semester. The results of that work will be presented the following Fall semester at a department-wide research colloquium. The goal of this requirement is for students to begin building research and publication skills as quickly as possible. Thus, for many students, this will be a project largely designed by the graduate faculty advisor, as part of their research program. This will ordinarily be a project that can be published if it is successful and the student's involvement would merit authorship. This project would not be identical to the master's thesis because the goal is to produce additional research and additional publications.

Attendance in the Fall and Spring semesters is required at the bi-weekly **Clinical Research Seminar** by all students until they leave campus for their full-time professional internship. Original research, research proposals, grant proposals, and research/grant issue topics are presented by clinical faculty and students in this bi-weekly seminar. In addition, speakers from the department, university, and region

regularly make clinical or research presentations. At least once per year a speaker of national prominence presents their research. Issues presented may include research design, degree plan development, research ethics, the IRB process, preparation for thesis/dissertation proposals/defenses, grantsmanship, “telling your professional story,” clinical internship and post-doctoral fellowship training, and other relevant topics are covered via discussion, readings, and presentations.

By the end of the Fall semester of their second year in the program, students are strongly encouraged – but not required -- to develop **one or two OPTIONAL specialty emphases for their training**. This decision is made in careful consultation with the student’s faculty advisor and advisory committee. Specific credits to support training in specialty emphases typically is not begun until after the Spring semester of the second year. Once declared, specialty emphases may be changed, deleted, or added, but only after careful consultation with a student’s faculty advisor and other faculty members.

Special emphasis training may be acquired through courses, focused research, and focused practica experiences, as approved by the student’s faculty advisor and advisory committee. At present, the following are special emphases that have the faculty, coursework and other training experiences to support a student’s specialized training: Clinical Child/Adolescent Psychology, Cultural Issues, Health Psychology. Additional special emphasis areas must be approved by the clinical faculty.

Practicum (PBSI 614 and PBSI 613) includes a bi-weekly **Clinical Practicum Seminar** designed to integrate research, coursework, and applied training and weekly supervisory instruction from a faculty supervisor. First year students, any student who is seeing clients (PBSI 614 and/or PBSI 613), and faculty currently supervising in the Clinic are required to attend this seminar every other Wednesday in Fall and Spring semesters.

Students are required to complete 12 credits of PBSI 614 (**Clinical Interventions Practicum**) and/or PBSI 613 (**Clinical Assessment Practicum**) on their degree plan before leaving for internship. Typically, 1 credit of PBSI 614 is taken each semester starting the Fall semester of a student’s second year in the program. Typically, PBSI 613 credits are started the Spring semester of a student’s second year in the program, after completing Assessment 2 (PBSI 624) in the Fall semester of the second year in the program. It is acceptable for a student to take only PBSI 613 credit and no PBSI 614 credit in a given semester if training includes only Assessment Practicum and no therapy/interventions cases are active on a student’s caseload (and vice versa). At least 5 of the 12 required credits must include both PBSI 614 and PBSI613 (e.g., 7 credits PBSI 614 and 5 credits PBSI 613; or 5 credits PBSI 614 and 7 credits PBSI 613; or any combination summing to 12 credits total between both, with minimum 5 credits in either).

The **Clinic caseload expectation** for a student taking 1 credit of PBSI 614 is 5 active cases at any given time. The actual contact hours with clients on a student’s caseload and other information from Interventions Practicum Supervisors is used to adjust up or down the actual number of active cases a given student is expected to manage. Clinic caseload expectations for students in Assessment Practicum (PBSI 613) are determined by the Assessment Practicum Supervisor, but often the caseload is 2 to 4 active evaluation cases at any given time. When a student has completed the 12 credits of PBSI 614 and/or PBSI613 required on their degree plan, they may opt to continue with practicum

training. Under these circumstances, if a student opts to continue to receive PBSI 614 training, they may request a change in caseload expectation to less than 5 active cases. This request must be in writing to the Clinic Director and a written endorsement of the request must be received by the student's current Clinic Supervisor and Research Supervisor. Adjusting caseload expectations for PBSI 613 is much less likely due to the time-demand nature of this training experience. Of course, students before or after completion of the required 12 credits of PBSI 614 or PBSI 613 may request to be assigned more than the typical caseload expectations, if such a request is supported by the current Clinic Supervisors and Research Advisor as being conducive to the training goals of that student.

lic. Specific Coursework Required for the Doctoral Degree in Clinical Psychology

Note: All required clinical and departmental credits must be passed with a grade of A or B.

lici. Requirements by Texas A&M University

Total credits:

A minimum of 32 semester credits of approved courses and research are required for the master of science degree.

A minimum of 96 credits beyond the baccalaureate degree or 64 credits beyond the master's degree are required for the doctoral degree.

A minimum of 64 credits at Texas A&M are required of students who are admitted with a master's degree from another university. (Completion of clinical program requirements for such students would typically exceed this university requirement.)

In sections B and C that follow, 75 credits in specific courses (including research credits) are required for clinical doctoral students (master of science degree and doctoral degree credits combined). An additional 21 credits must be taken from elective courses determined by the student in conjunction with his/her advisory committee.

licii. Requirements by the Department of Psychology

Statistics and Research Design (6 credits required)

PBSI 607	Experimental Psychology	3 credits
PBSI 671	Experimental Design for Behavioral Scientists	3 credits

The clinical program encourages students to complete at least two additional Statistics and Research Design courses that may be chosen, in conjunction with a student's advisory committee, based on students' training needs. A sample of such courses includes:

EPSY 625	Advanced Behavioral Measurement	3 credits
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EPSY 642	Meta-Analysis of Behavioral Research	3 credits
EPSY 643	Applied Multivariate Methods	3 credits
EPSY 651	Theory of Structural Equation Modeling	3 credits
EPSY 652	Theory of Hierarchical Linear Models	3 credits
EPSY 653	Advanced Structural Equation Modeling	3 credits
EPSY 654	Longitudinal Data Analysis	3 credits

Other statistics/methodology courses may be chosen as electives, as determined by the student in conjunction with his/her advisory committee. Students may request substitution of related courses (such as PBSI 689 Special Topics in...) for the courses listed above in some circumstances. Such petitions should be initiated through the student's graduate faculty advisor advanced-research-methods-certificate and must be approved by the Director of Clinical Training in consultation with the Director of Graduate Studies and the program area for which the substitution is being requested. Students should be advised, however, that [Implementing Regulation C-16](#) of the APA CoA indicates that training in core areas of science must be "broad and general" rather than overly specialized or applied. For example, coursework in neuropsychological assessment and psychopharmacology can be included in the category of biological bases of behavior, but they do not by themselves fulfill training requirements in this category.

liciii. Requirements by the Clinical Psychology Doctoral Training Program

a) Psychopathology (3 credits required)

i) The following is required:

PBSI 626	Psychopathology	3 credits
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b) Assessment and Psychometrics (6 credits required)

i) The following are required:

PBSI 623	Assessment I – Psychometrics & Personality Assessment	3 credits
PBSI 624	Assessment II – Intellectual & Cognitive Assessment	3 credits

ii) The following is a sample of elective courses that may be chosen based on students' training needs:

PBSI 627	Psychological Assessment of Children & Adolescents	3 credits
EPSY 621	Clinical Neuropsychology	3 credits

c) *Clinical Interventions (9 credits required)*

i) The following are required:

PBSI 608	Introduction to Clinical Ethics & Techniques	3 credits
PBSI 637	Clinical Interventions I	3 credits
PBSI 638	Clinical Interventions II	3 credits

ii) The following is a sample of elective courses that may be chosen based on students' training needs:

PBSI 616	Treatment of Problem Behavior in Children and Families	3 credits
PBSI 630	Health Psychology and Behavioral Medicine	3 credits
PBSI 639	Pediatric Psychology	3 credits

Note: Additional clinical intervention elective courses may be available in the Department of Educational Psychology.

d) *Practicum (12 credits required)*

i) The following are required:

PBSI 613/614 Practicum in Clinical Psychology / Psychological Assessment Practicum 12 credits*
**at least 5 credits each of PBSI 613 and PBSI 614*

e) *Research*

i) The following are required:

PBSI 685/691 Directed Studies / Research 24 credits*

**The Graduate Catalog states that the degree plan for the doctoral degree must carry "a reasonable amount of 691 (Research)". The Graduate Catalog also states that the degree plan for the master of science degree may include "a maximum of 8 credits of 691 (Research), or 485 and/or 685 (Directed Studies), and up to 3 credits of 690 (Theory of Research) or 695 (Frontiers in Research)—no more than 12 credits of any combination of these."*

Note: Students may register for up to 24 credits of PBSI 685 or 691.

ii) The following may be substituted for some of the required 24 credits of PBSI 691 or PBSI 685:

- f) *Elective Courses (24 credits required)*
- i) In addition to examples already listed in other course categories, the following are a *sample* of elective courses that may be chosen, in conjunction with a student's advisory committee, based on students' training needs: Grant Writing (PBSI), Child Assessment and Interventions (PBSI), quantitative courses offered through EPSY, etc.
- g) *Professional Internship (required, but typically not on degree plan)*

PBSI 684 Professional Internship 3-6 credits*

**credits for PBSI 684 may or may not be included on a student's doctoral degree plan. Inclusion or exclusion of these credits should be thoroughly discussed with the student's research advisor, Director of Clinical Training, and Associate Director of Clinical Training, in consultation with the Graduate and Professional School (GPS) and the Department of Psychology & Brain Sciences' Director of Graduate Studies.*

Note: Students may register for 1 credit per semester [3 credits total for 12 months] of **Professional Internship** (PBSI 684) if their **final examination/dissertation defense** is completed and the final edited version of their dissertation is approved by their doctoral chair and committee. Students must register for 2 credits of PBSI 684 per semester [6 credits total for 12 months] prior to these events. The DCT writes a memo to notify the Graduate and Professional School (Graduate School) regarding the full-time status of students during the internship year, although they are registered for only 1-2 credits per semester. GPS requires continuous registration (at least 1 credit per semester) until students graduate. Students who have not completed their Final Examination/Dissertation Defense must register for 1-2 credits of PBSI 691 (after internship), which may be *in absentia* for each semester they are not actually in residence on campus.

Students must confirm directly with the Graduate School and the Department of Psychological and Brain Sciences Director of Graduate Studies registration requirements unique to their own situation that may differ from what is described here.

liciv. Requirements of the American Psychological Association and/or State Licensing Boards

Current clinical program and departmental course requirements for the doctoral degree in clinical psychology are designed to meet curriculum guidelines and principles of APA accreditation or requirements common to state licensing boards. For example, APA principles require breadth of knowledge in the science of psychology. Completion of the program and departmental core courses will satisfy these guidelines. APA also requires instruction in scientific and professional ethics and standards. The clinical program addresses this guideline in a variety of specific ways including required readings and classroom instruction in PBSI 608 (Introduction to Clinical Ethics and Techniques), PBSI 637 and PBSI 638 (Clinical Interventions I and II), PBSI 623 and PBSI 624 (Assessment I and II), PBSI 626 (Psychopathology), and PBSI 613/614 (Practicum and associated Clinical Seminar case

conferences). APA also requires that doctoral students in clinical psychology be familiar with the history and systems of psychology. The clinical program has pursued satisfaction of this criterion through required readings and classroom instruction in the required clinical and department curricula. ***Please note: Starting with the 2026-2027 academic year, specifically Summer Session 2 -2026, a History and Systems course will be offered. All students will be expected to complete this course with a grade of 'B' or better to demonstrate competence in this DSK area.*** Students should develop their degree plans, in consultation with their advisory committee, based on desired career options, APA accreditation requirements, and in anticipation of state licensure requirements as a psychologist. Although these requirements vary across U.S. states and Canadian provinces, the Association of State and Provincial Psychology Boards (ASPPB) has provided [guidance](#) to assist individuals in understanding and documenting educational and supervised experiences.

lid. Doctoral Preliminary Examination

1. **Preparing for the Preliminary Examination:** The Graduate School will not authorize scheduling the Preliminary Examination unless a doctoral degree plan has been submitted 90 days prior to the requested date for the Preliminary Examination.

Timing Issues: Students will prepare a reading list for their Preliminary Examination and distribute this to their committee along with a 2-page summary of their proposed dissertation project no later than six weeks prior to the date of the Preliminary Examination meeting. The members of the committee will have up to two weeks to either approve of the list or suggest additions to the list. This allows students a minimum of four weeks to read the recommended additions and, if necessary, incorporate them into the written portion of the Preliminary Examination/Dissertation Proposal. The final written product (the Dissertation Proposal) must be submitted to committee members no later than two weeks prior to a scheduled oral portion of the Preliminary Examination.

Given the deadlines for the Thesis defense (September 30th of 3rd year) this allows eight months between thesis defense and dissertation proposal. If the exam is not conducted and passed by May 31, the student may only sign up for research hours (meaning clinic privileges are also suspended) until the exam is completed. If the exam is not passed by Aug 31, the student may not apply for an internship that fall.

Another timing-related issue is the submission and approval of the final reading list. The reading list is potentially broader than the reference list. This step is to verify (in the opinion of the committee) that a student has not left out significant areas of research or other background. No later than four weeks prior to submitting the written proposal (six weeks prior to a potentially scheduled oral exam), the student's reading list for the project and a 2-page summary of the background and proposed study need to be submitted to each member of the committee.

The members of the committee will have up to two weeks to either approve of the list or suggest additions to the list. This would allow students a minimum of two weeks to read the recommended additions and if necessary incorporate them into the written document. The final written product (the dissertation proposal) must be submitted to committee members two weeks prior to a scheduled oral exam.

To conduct the preliminary examination by the end of May date, the reading list would need to be submitted to the doctoral committee by April 15th. An example of the timing of the exam/events follows:

April 1 – Submit reading list and summary to committee

April 10 – Reading list approved by committee

May 1 – Submit written proposal to committee

May 15 – Oral preliminary examination

2. Structure of the Preliminary Examination:

The Preliminary Examination has written and oral components.

The written component will be the written literature review and proposed methods for the dissertation (i.e., the Dissertation Proposal). The structure of this document is determined by the research advisor, the doctoral committee and any constraints imposed by the graduate school (e.g., page limits).

The oral component will be conducted by the student's graduate training committee. The structure of that meeting should be determined by a particular committee. Typically, approximately the first half of the meeting will be devoted to background and the second half will be devoted to the proposed research project. Students will orally present the background and methods and should work with their advisors to make this presentation concise. Structure beyond this depends on the committee. Questions will come from the student's written proposal, the reading list used to write the proposal and any course work on the student's degree plan. Students should be prepared for general questions, based on their previous course work and academic experiences, and questions more specific to their proposed research project.

At the conclusion of the Preliminary Examination, committee members will first vote on the student having passed (or not) the Preliminary Examination (written and oral components). The Graduate School paperwork states that a positive vote by all members of the graduate committee is required to pass. If the student passes, each committee member then decides to approve (i.e., sign) or not approve (not sign) the current draft of the Dissertation Proposal. If one or more committee members do not approve the Dissertation Proposal, required changes in the document are then discussed and a plan for corrective steps is outlined for the student.

lie. Sample Clinical Doctoral Training Program Typical Curriculum Sequence*

Fall Year 1	Instructor	Credit Hrs.
Psychopathology	Vujanovic	3
Assessment 1	Edens	3
Stats 1	PBSI	3
Spring Year 1		
Interventions 1	Albanese	3
Stats 2	PBSI	3
Ethics & Intro Clinical	Cuthbert	3
Summer Year 1 (SS2)		
History & Systems	Vujanovic et al.	1
Multicultural Course PWC	EPSY COURSE	3
Thesis/Research Hours	Advisor	2
Fall Year 2		
Assessment 2	Engler	3
Interventions 2	Supervisor	3
Interventions Practicum	Supervisor	1
Thesis/Research Hours	Advisor	2
Spring Year 2		
Social DSK	Smallman	3
Biological Bases DSK	Trost	3
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Thesis/Research Hours	Advisor	1
Summer Year 2		
Consultation & Supervision	Cuthbert	1
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Research Hours	Advisor	3
Fall Year 3		
Developmental DSK	Viana	3
Cognitive-Affective Bases DSK (DSK x 3)	MacNamara	3
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	1
Spring Year 3		
Elective or Research Methods/Advanced Stats		3
Elective or Research Methods/Advanced Stats		3
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	X

Summer Year 3		
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	4
Fall Year 4		
Elective or Research Methods/Advanced Stats		3
Elective or Research Methods/Advanced Stats		3
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	X
Spring Year 4		
Elective or Research Methods/Advanced Stats		3
Dissertation/Research Hours	Advisor	X
Summer Year 4 & Beyond		
Internship OR Dissertation/Research Hours		

IIf. Practica (Intervention and Assessment) and Supervision Internal Practicum in the TAMU

Psychology Clinic

Students in the clinical training program at Texas A&M University acquire supervised practicum training in (a) the Department of Psychology TAMU Psychology Clinic, and in addition, some students also elect to complete supervised practicum training in (b) various agencies in the local community and region providing psychological services to diverse populations.

The TAMU Psychology Clinic (“The Clinic”). The Clinic, located on the main campus of Texas A&M University, serves a broad range of clients from both the university and local community. As one of only two training clinics providing psychological services on an ability-to-pay basis (with few other community agencies doing so), our students have an opportunity to work with the entire spectrum of DSM-5 disorders across the lifespan who are diverse in terms of ethnicity, gender identity, sexual orientation, religious affiliation, immigration/citizenship status, and sociocultural factors (e.g., income, education, employment).

Specialized services in the Clinic include: (a) comprehensive psychological evaluations, (b) consultation with schools, physicians, allied health personnel, schools, and community agencies, (c) individual adult therapy, (d) individual child and adolescent therapy, (e) family therapy, and (f) couples therapy. Approximately 74% of services target adults and 26% target children or adolescents. Through contracts, the Clinic provides state-mandated psychological personality/behavioral evaluations for police and public safety officer candidates to local law-enforcement agencies. Through contracts with the Mental Health Authority of Brazos Valley, students also provide intervention services to adults with intellectual or developmental disabilities and evaluation services to children, adolescents, and adults with intellectual or neurodevelopmental disabilities.

All clinical students are required to complete a minimum of 12 credit hours of combined PSYC 613 (Practicum in Psychological Assessment) and PSYC 614 (Practicum in Clinical Interventions)—with at least 5 credit hours in each—by providing psychological services in the Clinic. This requirement reflects the equivalent of 6 to 8 semesters (including Summer semesters) of supervised practicum, during which the student typically carries a clinical caseload of five intervention clients and/or four assessment clients at any given time. Because the Clinic operates 12 months per year (with only 2-3 consecutive weeks of closure in December/January), this requirement allows for 600-700 hours of supervised practicum experience in the Clinic prior to the pre-doctoral internship. Practicum students receive weekly individual and/or group supervision from clinical faculty supervisors and participate in a weekly Clinical Area Seminar, designed to integrate research, coursework, applied training, and weekly supervisory instruction from faculty supervisors.

Application and sequencing of our training plan: As stated above, students are required to complete 12 credits of PSYC 614 (Clinical Interventions Practicum) and/or PSYC 613 (Clinical Assessment Practicum) on their degree plan before leaving for internship. Typically, 1 credit of PSYC 614 is taken each semester starting the Fall semester of a student’s second year in the program. Typically, PSYC 613 credits are started the Summer semester of a student’s second year in the program, after completing Assessment 2 (PSYC 624). It is acceptable for a student to take only PSYC 613 credit and no PSYC 614 credit in a given semester if training includes only Assessment Practicum and no

therapy/interventions cases are active on a student's caseload (and vice versa). At least 5 of the 12 required credits must include both PSYC 614 and PSYC 613 (e.g., 7 credits PSYC 614 and 5 credits PSYC 613; or 5 credits PSYC 614 and 7 credits PSYC 613; or any combination summing to 12 credits total between both, with minimum 5 credits in either).

The Clinic caseload expectation for a student taking 1 credit of PSYC 614 is 5 active cases at any given time. The actual contact hours with clients on a student's caseload and other information from Interventions Practicum Supervisors is used to adjust up or down the actual number of active cases a given student is expected to manage. Clinic caseload expectations for students in Assessment Practicum (PSYC 613) is determined by the Assessment Practicum Supervisor, but often is 2 to 4 active evaluation cases at any given time. When a student has completed the 12 credits of PSYC 614 and/or PSYC 613 required on their degree plan, they may opt to continue with practicum training. Under these circumstances, if a student opts to continue to receive PSYC 614 training, they may request a change in caseload expectation to fewer than 5 active cases. This request must be in writing to the Clinic Director and a written endorsement of the request must be received by the student's current Clinic Supervisor and Research Supervisor. Written email requests are acceptable. Alterations in caseload expectations for PSYC 613 are much less likely due to the time-demand nature of this training experience. Of course, students before or after completion of the required 12 credits of PSYC 614 or PSYC 613 may request to be assigned more than the typical caseload expectations, if such a request is supported by the current Clinic Supervisors and Research Advisor as being conducive to the training goals of that student. Special emphasis training may be acquired through courses, focused research, and focused practica experiences, as approved by the student's faculty advisor and advisory committee.

First-year students are introduced to clinical training beginning the first Fall semester via attendance at the Clinical Practicum Seminar and beginning in the first Spring semester via Clinical Interventions-I (PSYC 637) and Introduction to Ethics and Clinical Skills (PSYC 608), during which interviews with "mock clients" (undergraduate volunteers) are required, recorded, and evaluated. At the beginning of the second year (and each Fall semester thereafter, with ongoing "refresher" trainings), students are trained in Clinic policies and procedures, including issues of confidentiality, privacy, and exchange/release of PHI; safety and security; fiscal matters; and management of urgent or emergency situations. Students begin Intervention Practicum (PSYC 614) by providing services to actual clients in the Clinic in the second Fall semester, at which time they complete Clinical Interventions-II (PSYC 638). Students begin Assessment Practicum (PSYC 613) by providing services to actual clients in the Clinic in the second Summer semester, after they complete Assessment-I (PSYC 623) in the first Fall semester and Assessment-II (PSYC 624) in the second Spring semester.

In addition to psychotherapy/intervention, assessment, and consultation (with other health, school, or community agency professionals) training, third- and fourth-year students are guided by faculty supervisors in informal peer consultation/supervision of second-year students (the first year of Clinic practicum) during regular group supervision meetings. In addition, more experienced students in Assessment Practicum are assigned as "peer consultants" (secondary to faculty supervisors) to develop supervision skills with less experienced student colleagues. Applied research by faculty and students has been conducted using Clinic facilities and clients. In addition, two clinical students are assigned as Clinic Coordinators each academic year to earn half of their departmental funding. Under the supervision of the Clinic Director, these Clinic Coordinators develop peer supervisory/consultant and administration skills. Their duties include conducting telephone intake and triage of

potential clients; responding to urgent/emergency situations; assisting with a variety of office organization, management, medical records, and fiscal tasks; conducting continuous quality improvement reviews of medical records; overseeing purchase/maintenance of assessment and training materials; and assisting the Clinic Lead Office Associate (department staff) and Clinic Director in managing student caseloads, operational aspects of the Clinic, and clinical training.

Evaluation of student performance at practicum: Students' performance in the Clinic is evaluated in written format each Fall and Spring semester by their faculty supervisors; our Supervisor Evaluation Form focusing on clinical, ethical, and administrative competencies was developed from the literature on assessing core practicum competencies based on a developmental model of training in professional. The student and supervisor review and discuss the evaluation, and the written evaluation is then placed in the student's file on our secure server. Similarly, students are requested to evaluate their faculty supervisor, using a standard form that is returned to the Director of Clinical Training. Any concerns regarding supervision are addressed through individual consultation between the supervisor and Director of Clinical Training.

Ilfii. External Clinical Practica

Quality community-based clinical practicum training. Since 1990, the clinical training program has been successful in developing a variety of community and regional training sites in assessment, crisis intervention, individual and group therapy, behavioral health consultation, and program evaluation with children, adolescents, and adults. At the present time we have one paid community practicum opportunity (Brazos County Detention Center [BCDC]), and up to four students may be placed at the BCDC each academic year. Each student devotes 10 hours to this clinical practicum.

At Brazos County Detention Center, students develop skills in psychodiagnostic interviews, brief individual therapy, crisis management, and consultation with correctional staff as well as other community agencies serving inmates, with common referrals involving noncompliance with staff, aggressive behavior, adjustment problems to jail placement, severe emotional distress, unmedicated serious psychiatric disorders, and suicide risk assessment. Some students have requested community and regional unpaid practica that match specific clinical training needs of a given student. For each unpaid community practicum, a TAMU clinical faculty is identified as the liaison for the affiliation agreement with the practicum site and to monitor student performance, an on-site licensed psychologist supervisor is identified, and the DCT, ADCT, and student's faculty research mentor concur that the off-campus (and sometimes 1.5- to 2-hour drive from College Station) meets a specific training need of the student and will not deleteriously impact the student's coursework, research, or teaching obligations.

As illustrated below, community practica are primarily Hospital/Medical Center settings with established training missions. Students at these sites gained experiences with clients from a diverse range of racial/ethnic backgrounds, ages, psychological symptoms and related problems, comorbid or primary medical diagnoses, rural/urban residences, socioeconomic backgrounds, and legal statuses. Services provided across these sites ranged from primarily psychotherapy or psychological/neuropsychological assessment to both of these psychological services with a blend of consultation with physicians, allied health professionals, and community agencies and administration and program evaluation (supervised by clinical faculty).

Below is a list of external practica completed by our clinical psychology doctoral students in the past five years:

- Baylor College of Medicine-Neuropsychology, Houston, TX
- Baylor College of Medicine- Menninger Department of Psychiatry and Behavioral Sciences, Houston, TX
- Brazos County Detention Center, Bryan, TX [paid practicum, supervised by Dr. Kristy Cuthbert]
- Dell Children's Medical Center, Pediatrics, Austin, TX
- Houston Methodist Hospital (Baylor College of Medicine)-Psychiatry, Houston, TX
- Michael E. DeBakey VA Medical Center, Houston, TX
- Oakwood Counseling, Bryan, TX
- Texas A&M University Telebehavioral Care Program, College Station, TX
- Texas A&M University Texas Child Health Access Through Telemedicine (TCHAT), College Station, TX
- Texas A&M University Telehealth for the Expansion of Adolescent and Child Healthcare (TEACH), College Station, TX (limited paid practicum)
- Texas Children's Hospital-The Woodlands, TX
- Texas Health and Human Services Commission, Austin State Hospital, Austin, TX

Our students are supervised at all practicum sites (internal and external practica) by doctoral psychologists. While supervisors at all external practicum sites are licensed doctoral-level psychologists, two of our current internal practicum supervisors (Dr. Fields and Dr. Trost) are doctoral-level psychologists who are not currently licensed. Both Dr. Fields and Dr. Trost are internationally recognized experts in their respective fields of psychological science. Both meet weekly with licensed psychologists on our clinical core faculty for regular consultation (Dr. Fields meets with Dr. Heffer when supervising PBSI 613 – Psychological Assessment Practicum; Dr. Trost meets with Dr. Cuthbert when supervising PBSI 614 – Clinical Intervention Practicum).

All practicum evaluations are based in part on direct observation, which occurs at least once a semester. Observation via viewing of recorded appointments in TAMU Psychology Clinic is commonly conducted in weekly supervision meetings of our faculty and student therapists/evaluators. Non-faculty supervisors in external practica for our students certify on the practicum registration form that direct observation will occur.

Ilg. The Predoctoral Clinical Internship

The following policy states the program's requirement of an internship accredited by the American Psychological Association:

1. The clinical psychology program at Texas A&M University requires its students to complete an APA-accredited internship prior to the awarding of a doctoral degree. By policy, non-APA accredited internships will not be accepted as fulfilling this requirement. Exceptions to this will only be granted by a vote of the clinical faculty. Criteria for exceptions will include: (a) clear relevance of unique aspects of the training experience to the student's interests; (b) the student establishes an interest in the non-accredited site early in the application process; and (c) the student demonstrates that the proposed site offers unique opportunities which are not available elsewhere.
2. The internship must include a full-time experience for one calendar year, or half-time experience for two years. The minimum hours satisfying the internship requirement is 2,000 hours.
3. Students enrolled in PBSI 684 - Professional Internship qualify for In Absentia registration and are required to register each subsequent fall and spring semester for a minimum of one and maximum of four credit hours (691, 684, 685 or 692). Grades for PBSI 684 will be assigned by the Director of Clinical Training based on letters of evaluation from the internship site. After the internship is completed, students who have not completed their Final Examination/Dissertation Defense are required to be in continuous registration until all requirements for the degree have been completed. The continuous registration requirement may be satisfied by registering either In Absentia or In Residence. However, unlike In Absentia registration that requires registration for at least one credit in each subsequent fall and spring semester, a student who is subject to In Residence registration (i.e., on campus) is required to register each subsequent fall and spring semester and each 10-week summer semester for at least one credit hour.
NOTE: Students on financial aid and international students may have additional registration requirements.

4. The following deadline pertains to application to internship and acceptance of internship offers:
 - a. Students intending to apply for internship must successfully complete the Doctoral Preliminary Examination and propose the dissertation by October 1 of the year in which they intend to apply.
 - b. Students are strongly encouraged to complete all data collection for the dissertation prior to the internship. Defense of the dissertation prior to the internship is also encouraged.

III. Student Difficulties and Standards of Professional Conduct

IIIa. General Comments

The clinical training program does not require by policy that doctoral students engage in individual psychotherapy. However, on some occasions individual therapy may be recommended for students whose clinical effectiveness is viewed by the faculty as being hindered by personal emotional or behavioral difficulties. In addition, the clinical training program strongly supports students who seek out experiences in individual therapy to enhance their understanding of the therapeutic process and promote their own skills as a clinician.

Although provisions for psychotherapy may be included in the insurance benefits available to students on departmental assistantship, not all students may opt for these benefits and, among those who do, eligible providers may not meet the student's specific needs. University Health Services provides short-term counseling options and community referrals without fee for currently enrolled students. Students who would like a referral or who have any other questions regarding personal therapy should address these issues with the Associate Director of Clinical Training.

IIIb. Leaves of Absence

Students who have personal difficulties (e.g., serious illness) that prevent them from participating in the program for a given period of time may request a leave of absence from the program. In most cases, a leave of absence is granted for no more than one year. To obtain a leave of absence, the student must write a letter of petition to the Clinical Faculty through the Director of Clinical Training. Upon approval of the Clinical Faculty, the request is forwarded to the Director of Graduate Studies and Department Head, and then to the Graduate and Professional School. Leaves of absence can trigger termination from the university as an employee because the student will no longer be working in an assistantship. There are implications for employee benefits (e.g., student insurance). Students exploring a

leave of absence should consult with their advisors and the Associate Head of Graduate Studies so that they are aware of these implications.

IIIc. Unsatisfactory Progress

Students who are determined by a consensus of the clinical faculty to be making unsatisfactory progress academically, in their research, or in other areas will be informed personally by the Director of Clinical Training as well as in writing as significant problems become visible. Depending on the nature of the difficulties, additional supervised practica, an extended period of time for requirements to be completed, or additional course requirements may be advised, and personal therapy with a professional outside the program may be suggested. Students who continue to experience difficulties may be placed on probation or may be required to take a leave of absence by action of a majority vote of the clinical faculty, until the clinical faculty determine that the student is prepared to resume clinical training activities unencumbered by emotional or behavioral difficulties. Students who continue to exhibit unsatisfactory progress after one year's probation may be dismissed from the program.

III d. Impaired Students Policy

A student will not be continued in active status in the program when the competency of the student to perform in the program is or could reasonably be expected to be impaired due to an apparent mental or emotional condition with potential to confer harm on clients (in internal or external practicum), on research participants, on peers, or on faculty or staff (e.g., violence, extreme verbal outbursts). If the performance of a student suggests that the student may be severely impaired, then the clinical faculty may require the student to submit to a psychological and/or physical examination by an independent licensed healthcare provider. In this case, the faculty will provide a choice of practitioners designated by the program area or the Department. In addition, the faculty may require the student to produce, or authorize the faculty to obtain, any and all records relating to the alleged mental and/or physical condition, including that individual's personal psychiatric and psychological records.

If sufficient evidence supports the diagnosis of impairment, the faculty may (a) require the student to take a leave of absence until the student is no longer impaired, or (b) dismiss the student from the program. If the student is required to take a leave of absence, the faculty may further require that the student undertake a rehabilitation program to address the impairment. To determine the student's fitness to re-enter the program, the faculty may require the student to submit to a second examination. If, at any point during the process of evaluation or rehabilitation, the student refuses or fails to comply with this procedure, the student may be dismissed from the program. This policy is in effect to ensure safety for all members of the University community and for the populations served through clinical services or research. Notably, it is exceedingly rare that a student is impaired to a severe degree to warrant the implementation of this policy.

IIIe. Compliance with Ethical Standards

Students are required to act in accordance with the American Psychological Association's [Ethical Principles of Psychologists and Code of Conduct](#). Violations of these principles and standards may constitute grounds for dismissal from the program.

III f. Involvement in Delivery of Clinical Services

Students are not permitted to engage in delivery of clinical services other than those arranged under the auspices of the Clinical Program,. Under no conditions are students permitted to treat clients privately without supervision. Failure to comply constitutes ethical misconduct and may jeopardize the student's standing in the program.

III g. Grievance Procedures

In the event that a student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the graduate committee or Director of Clinical Training, that student may choose to bring the grievance to the Director of Graduate Studies or the Department Head. The Department Head may then consult an ad hoc faculty committee regarding the disposition of that grievance. However, these committees are advisory to the Department Head who retains final authority at the departmental level.

If dissatisfied with the outcome of attempts to resolve any conflicts at the department level, procedures are described on the university website for pursuing [conflict resolution](#) and [grievances](#). Although a student may seek clarification and advice regarding grievance procedures from any faculty member, Student Assistance Services has staff members trained to help students who have grievances.

IV. Information for Students Who Have Completed a Master's Degree at Another University

IV a. Students Admitted to the Clinical Program with Prior Completion of a Research-Based Master's Thesis

Students who have completed a master's degree in psychology or closely related field that includes a research-based thesis (i.e., empirical study based on analysis of data) prior to admission to the clinical psychology program at Texas A&M University may request that the prior thesis be evaluated for its potential to satisfy this department's thesis requirement.

1. The student should verify that their status as a post-master's degree student has been confirmed with the Graduate School. An official transcript from the university previously awarding the master's degree must be sent directly to the Office of Admissions and Records.
2. The student should discuss with their major advisor and the Director of Clinical Training the student's intention to submit their previous master's thesis for approval by this department. The thesis must be data-based and must include a review of the relevant literature; a statement of the research problem and clearly defined hypotheses; a description of the methods including

subjects, measures, and procedures; a summary of results with appropriate statistical analyses; and a discussion of findings and their implications.

3. The student should initiate evaluation of the previously completed thesis in a letter accompanying the thesis to the Director of Clinical Training. The Director of Training will identify a faculty committee to review the thesis including: (a) the Director of Clinical Training; (b) the student's major advisor; and (c) at least one other member of the departmental graduate faculty. This committee may act on behalf of the clinical program or, at the discretion of any committee member, may seek additional consultation from other faculty.
4. Approval of the previous master's thesis as satisfying this department's thesis requirements will be conveyed in a letter to the student by the Director of Clinical Training with copies to the student's major advisor and the Director of Graduate Studies.
5. Approval of the previous thesis does not alter course requirements for the doctoral degree, with the exception that the student may elect to apply fewer hours of PBSI 691 (Research) toward the degree (e.g., 6 credits rather than 12).
6. Upon approval of the prior thesis by this department, the student should proceed to identify a doctoral advisory committee and formulate plans for the Preliminary Examination.

IVb. Students Admitted to the Clinical Program without Prior Completion of a Research-Based Master's Thesis

Students who have completed a master's degree in psychology that that did *not* include a research-based thesis prior to admission to the clinical psychology program at Texas A&M University are required to complete the equivalent of a research-based thesis (termed a 'pre-doctoral research project') following completion of the first-year project.

1. The purpose of the pre-doctoral research project requirement is to ensure that students exhibit acceptable levels of research competence prior to beginning work on a dissertation proposal.
2. All timelines and clinical area/departmental requirements for the pre-doctoral research project are identical to that of the master's thesis. The only difference in this process is that students do not submit the proposal or the final defended project to the Graduate School.

V. Additional Graduate School Issues

VI. Va. Transfer of Graduate Credits

There are several policies applicable to students having completed graduate work in psychology prior to admission to the clinical psychology program at Texas A&M University:

1. First is a constraint imposed by the Graduate and Professional School. A maximum of six (6) credits of transfer course work with grades of B or better taken in residence at another accredited university may be considered for transfer credit. These courses cannot have been applied toward a previous degree.
2. Second is a constraint imposed by the clinical program. Specifically, all students admitted to the clinical program at Texas A&M University are expected to take all of this program's clinical core courses as well as the 12 hours of supervised practica expected of all clinical students. Coursework from Master's programs cannot be waived or transferred.
3. Prior coursework from APA-accredited clinical psychology doctoral programs (up to 9 credits) can be evaluated to be waived. Students who have completed prior graduate-level coursework in an APA-accredited clinical psychology doctoral program may choose to waive relevant coursework following faculty committee review of syllabi for equivalency. Coursework from other graduate programs cannot be transferred. Determinations are made on a case-by-case basis in consultation with the student, their faculty advisor, clinical area leadership, and the faculty review committee. Students should not expect that prior graduate-level coursework or thesis completion would affect the time to completion given University guidelines for credit hours required for conferral of the doctoral (PHD) degree.
4. Students seeking to waive graduate credits for nonclinical required courses (e.g., statistics/design, history and systems, learning/cognition) taken at an APA-accredited clinical psychology doctoral program should do the following:
 - a. Discuss with your major advisor and with the Director of Clinical Training your intention to seek credits to be waived for the specific course(s) involved.
 - b. Consult with the current faculty member responsible for teaching that graduate course. Be prepared to present your previous text, syllabus, copies of papers and previous exams so the faculty instructor can evaluate whether your previous coursework was comparable to the course offered at Texas A&M University.
 - c. If the faculty instructor for the course in this department determines that your prior coursework satisfies the requirements of this department's course, they should so indicate in a memorandum copied to the student's major advisor, the Director of Clinical Training, and the Director of Graduate Studies.

To request to waive a course is an exemption from enrollment in specific required nonclinical courses. Such an exemption, while not resulting in transfer of credits (and not reducing the required 96 hours for the doctoral degree), would free the student to enroll in alternative courses not duplicating previous coursework.

Vb. Graduation

Deadline: Graduate degrees are conferred at the close of each regular semester and the summer session. Candidates for advanced degrees who expect to complete their work at the end of a given semester must apply for graduation by submitting the appropriate forms to the Graduate School and paying the required fee at the Fiscal Department no later than 90 days prior to the end of the semester or 30 days prior to the end of the summer term. Please consult the TAMU Graduate and Professional Policies Handbook for more information.

Vc. Grades

Graduate students must maintain a minimum grade point ratio (GPR) of 3.00 in all course work. Grades D, F, or U for courses on the degree plan must be absolved by repeating the courses and achieving grades of C or above (or S). (Note: All required clinical courses and department core courses must be passed with a grade of B or better.) Grades lower than a B are viewed as substandard performance and, although a single grade of C will not automatically result in termination from the graduate program, it will negatively influence the overall evaluation of the student's progress. A student with a GPA below 3.0 for two consecutive semesters will lose any financial assistance that they are receiving, will no longer be in good standing, and may be dismissed from the program.

Vd. Full-Time Status and Assistantships/Fellowships

1. Graduate students must maintain full-time status during any semester or summer term in which they hold an assistantship. A graduate student is considered full-time if they are registered for a minimum of 9 credits during Fall or Spring semester, 3 credits during a 10-week Summer semester, or 3 credits during a 5-week Summer term.
2. Students serving in these roles are eligible for insurance benefits and cover tuition and fees at the in-state rate. Graduate Assistants cannot be employed greater than 20 hours per week (50% FTE) by anyone without approval from the PBSI Department Head, the student's advisory committee chair, and the Office of Graduate and Professional Studies. **The work required in any assistantship should never exceed 20 hours per week on average.** Unless specifically excluded by the conditions of the fellowship award, students holding fellowships administered through the Graduate School may concurrently hold assistantships requiring service up to 20 hours per week.
3. Graduate students concurrently holding a fellowship with a one-quarter time assistantship normally have the same registration requirements as students holding one-half time assistantships.

Ve. Continuous Registration

1. Students in graduate degree programs requiring a thesis, dissertation, internship, or record of study, who have completed all coursework on their degree plans other than 691 (research), 684 (internship), or 692 (professional study) are required to be in

continuous registration until all requirements for the degree have been completed. The continuous registration requirement may be satisfied by registering either in absentia or in residence.

2. Students who qualify for in absentia registration are required to register each subsequent Fall and Spring semester for a minimum of one and maximum of four credits of 684, 691, or 692. Students who qualify for in residence registration are required to register each subsequent Fall and Spring semester, and each 10-week Summer session for at least one credit.
3. The registrar's office is occasionally asked to certify full-time enrollment status for purposes such as financial aid, insurance coverage, loan deferments, and so forth. Written approval from the student's Dean is required for establishing full-time status while the student is on work-related experience (e.g., internships). Requests from students related to such purposes should be directed through the Director of Clinical Training to the Dean prior to the semester during which such work-related experience occurs.
4. Students must confirm directly with the Graduate School and the Department Graduate Advisor (Lauren Smith) any registration requirements unique to their own situation that may differ from what is described here.

Vf. Tuition and Required Fees, Financial Assistance

The Clinical Psychology Doctoral Program funds graduate students via stipends for specific training placements: e.g., Graduate Assistantships – Research (GAR), Graduate Assistantships – Teaching (GAT), paid clinical placements, and/or clinic coordinator positions. Placements are arranged each year via discussion with the student's faculty advisor/mentor and clinical leadership. Students are typically funded for 12 months per year, including the summer semester. The current monthly stipend rate is \$2,222.22. Tuition remission is provided with each of these placements. For current information on tuition and fees see <https://tuition.tamu.edu/>.

Students are welcome to consult with the Texas A&M Scholarships and Financial Aid office, managed through the Aggie One Stop (<https://aggieonestop.tamu.edu/financial-aid/types-of-aid/scholarships/graduate-and-professional-scholarships>), to gain additional information about financial aid, including federal loans, grants, (e.g., Texas Aggie Graduate Grant, and scholarships. Graduate students should submit the FAFSA, use the University Scholarship Application (deadline on February 1st of each year), and manage aid via the Howdy portal. More information can be found on the Graduate & Professional School Funding Page: <https://grad.tamu.edu/funding-opportunities-for-graduate-students>

Vg. Requirements for the Master of Science Degree*

*A summary of major steps to fulfill requirements for the master's degree are described [here](#).

1. **Advisory Committee** - The master's student advisory committee will consist of no fewer than three members of the graduate faculty where the chair or co-chair of the committee must be from the student's department and one of the members must be from a department other than the student's major department.

2. **Degree Plan** - The proposed degree plan should be completed, filed, and approved by the Graduate School no later than the 12th class day of the Fall/Spring semester (or fourth class day of the 10-week Summer semester) in which the final oral examination or thesis defense will be scheduled.
 - a. A minimum of 32 credits of approved courses and research is required for the thesis option – Master of Science degree.

 - b. **Limitations on the Use of Transfer Courses** - A maximum of six credits of transfer course work with grades of B or better taken in residence at an institution other than Texas A&M University will be considered for transfer credit if those courses were not taken to satisfy a prior degree (see above).

 - c. **Additional limitations on application of courses toward the master's degree** -
 - i. A maximum of 12 credits of 689 Special Topics
 - ii. A maximum of 12 credits in combination of transfer courses plus 689 (Special Topics)
 - iii. A maximum of 8 hours each of 691 (Research) and 685 (Directed Studies) and no more than 12 credits in combination of 691 plus 685.

3. **Thesis Requirement**

- a. **Proposal:** The thesis proposal must be submitted to the Graduate School at least 14 weeks prior to the close of the semester or Summer session in which the student expects to receive the degree. Please note that this does not apply to the 'pre-doctoral research project' completed by students who entered the program with a master's degree but without having completed a research-based thesis.

Thesis: The format for the thesis should be consistent with that used on scholarly journals in the candidate's field. The thesis must also comply with the [format instructions](#) from the Graduate School. The thesis is submitted [electronically](#) to the Thesis and Dissertation Services division of the Graduate School, after approval by the student's advisory committee, and the head of the student's major department. Deadline [dates](#) are announced by the Graduate School each semester. Please note that

the Graduate School requirements do not apply to the 'pre-doctoral research project' completed by students who entered the program with a master's degree but without having completed a research-based thesis.

4. **Time Limit** - All degree requirements for the master's degree must be completed within a period of seven consecutive years.
5. **Final Examination** - The candidate must pass a final examination by [dates](#) announced by the Graduate and Professional School each semester. The final examination covers the thesis and all work taken on the degree plan and at the option of the committee may be written or oral or both. A student shall be given only one opportunity to repeat the final examination for the master's degree and that shall be within a time period that does not extend beyond the end of the next regular semester (Summer terms are excluded).

Vh. Requirements for the Doctor of Philosophy Degree*

**A summary of major steps to fulfill requirements for the doctoral degree are listed [here](#).*

1. **Advisory Committee*** - The advisory committee consists of no fewer than four members of the graduate faculty representative of the student's fields of study and research, where the chair or co-chair must be from the student's department, and one of the members must be from a department other than the student's major department.
**Note: The doctoral advisory committee conducts the Doctoral Preliminary Exam as well as evaluates the proposal and defense of the dissertation.*
2. **Degree Plan** - The degree plan constitutes the basic requirements for the degree. It must be filed with the Graduate School no later than 90 days prior to the Preliminary Examination.
 - a. A minimum of 96 credits beyond the baccalaureate degree or 64 hours beyond the master's degree are normally required for the doctoral degree.
3. **Admission to Candidacy** - To be admitted to candidacy for a doctoral degree, a student must have (1) satisfied the residency requirements, (2) passed the Preliminary Examination, (3) completed all formal coursework, and (4) filed an approved dissertation proposal with the Graduate School.
4. **Dissertation Format and Filing** - Similar to the master's thesis, the format for the dissertation should be consistent with that used in scholarly journals in the candidate's field. The dissertation must also comply with [format instructions](#) from the Graduate School. The dissertation is submitted [electronically](#) to the Thesis and Dissertation Services division of the Graduate School, after approval by the student's advisory committee and the head of the student's major department. Deadline [dates](#) are announced by the Graduate School each semester.

5. **Time Limit** - All requirements for the degree must be completed within a period of ten consecutive calendar years. Final corrected copies of the dissertation must be accepted by the thesis clerk no later than one year after the final examination or within the ten-year time limit, whichever occurs first.

APPENDIX A: STUDENT ADMINISTRATIVE AND OTHER SUPPORT

DEPARTMENT LEADERSHIP:

Mindy Bergman, Ph.D., Department Head mindybergman@tam.u.edu

Joseph Orr, Ph.D., Associate Department Head joseph.orr@tam.u.edu

Matthew Vess, Ph.D., Associate Head of Graduate Studies; Associate Professor vess@tam.u.edu

CLINICAL PROGRAM LEADERSHIP:

Anka Vujanovic, Ph.D., Director of Clinical Training avujanovic@tam.u.edu

Robert Heffer, Ph.D., Associate Director of Clinical Training, Assistant Clinic Director rob-heffer@tam.u.edu

Kristy Cuthbert, Ph.D., Clinic Director k.cuthbert@tam.u.edu

CORE CLINICAL AREA FACULTY:

Brian Albanese, PHD Assistant Professor albanese@tam.u.edu	Kristy Cuthbert, PHD Clinical Assistant Professor k.cuthbert@tam.u.edu	John Edens, PhD Professor johnedens@tam.u.edu	Solangia Engler, PHD Clinical Assistant Professor solangia.engler@tam.u.edu
Sherecce Fields, PHD Professor safields@tam.u.edu	Noni Gaylord-Harden, PHD Professor ngaylord@tam.u.edu	Robert Heffer, PHD Clinical Professor rob-heffer@tam.u.edu	Annmarie MacNamara, PHD Associate Professor amacnamara@tam.u.edu
Zina Trost, PHD Associate Professor zina.trost@tam.u.edu	Andres Viana, PHD Professor agviana@tam.u.edu	Anka Vujanovic, PHD Professor avujanovic@tam.u.edu	

NON-CLINICAL AREA FACULTY CURRENTLY MENTORING/CO-MENTORING CLINICAL AREA STUDENTS:

Jessica Bernard, PHD Professor (Cognitive Neuroscience) jessica.bernard@tamu.edu	Rebecca Brooker, PHD Professor (Cognitive Neuroscience) rebeccabrooker@tamu.edu
Israel Liberzon, MD Professor of Psychiatry and Behavioral Sciences liberzon@tamu.edu	Joseph Orr, PHD Associate Professor (Cognitive Neuroscience) joseph.orr@tamu.edu
Rachel Smallman, PHD Associate Professor (Social Area) rsmallman@tamu.edu	

GRADUATE ADVISOR: Lauren Smith Administrative Coordinator II laurensmith@tamu.edu	DEPARTMENTAL ADMINISTRATOR: Jennifer Fraustro Executive Assistant II jenfrosty12@tamu.edu	CLINIC STAFF : Brandi Mathis Administrative Assistant V mathisb@tamu.edu
BUSINESS STAFF SUPPORT : Fritzie Freeman FBS Coordinator ffreeman@tamu.edu	TECH/IT STAFF SUPPORT: Oran Thompson IT Manager uoran@tamu.edu Viet Lam IT Specialist vietlamm@tamu.edu	
OMBUDS SUPPORT: Ombuds Services for Graduate and Professional Education https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services		

TAMU Clinical Psychology Doctoral Program Curriculum Worksheet

See required content of DSK & PWC courses in Clinical Handbook

Name _____

Advisor _____


Co-Advisor _____

Semester _____

Revised June 2023

Student (sig/date) _____

DCT (sig/date) _____ [see C-7D & C-8D <https://irp.cdn-website.com/a14f9462/files/uploaded/section-c-soa.pdf#page=33>]

Competency Requirements	Foundational (F) Knowledge (typically: undergrad class from 4-year accredited school with grade ≥ B- OR Psychology GRE sub-score ≥ 70 th percentile)	Graduate (G) Level Knowledge (can be accomplished with courses or other EEEs* ; Cat. 2 can cover 2 content areas in 1 course; Cat. 3 can come from a Cat. 2 course)	Date Completed	Typical Ways of Meeting Requirements (consult with DCT to confirm courses or other EEEs* that may meet requirements)
Discipline Specific Knowledge (DSK)		*EEE = Educational Evaluative Experience		
Category 1: History & Systems				Psych major or ≥ B- in Psych 101 @ 4-year accredited undergrad
Category 2: Basic Content Areas				
2a: Affective Aspects of Behavior				Plan with mentor Course or Directed Study
2b: Biological Aspects of Behavior				Plan with mentor Course or Directed Study
2c: Cognitive Aspects of Behavior				Plan with mentor Course or Directed Study
2d: Developmental Aspects of Behavior				Course or readings/questions at Prelim Exam
2e: Social Aspects of Behavior				Plan with mentor Course or Directed Study
Category 3: Advanced Integrative Knowledge				Plan with mentor Course or Directed Study
Category 4: Methods of Inquiry/Research				
4a. Research Methods				Advanced research methods electives
4b. Statistical Analysis				PBSI 607, 671
4c. Psychometrics				PBSI 623, 624
Profession-Wide Competencies (PWC)	 Clinical Core Courses taught by Clinical Program Faculty			
(Not listed by APA) Psychopathology				PBSI 626
1. Research				PBSI 691, 685
2. Ethical and Legal Standards				PBSI 608 + integrated in clin. core courses
3. Individual and Cultural Diversity				PBSI 689 + integrated in clin. core courses
4. Professional values/attitudes/behaviors				PBSI 608 + integrated in clin. core courses
5. Communication/Interpersonal Skills				PBSI 608, PBSI 614, PBSI 613
6. Assessment				PBSI 623, 624, 613
7. Intervention				PBSI 637, 638, 614
8. Supervision				Summer PBSI 613 readings/papers
9. Consultation & Interprof./Interdisciplinary Skills				Summer PBSI 613 readings/papers

Research Requirements	Requirements/Deadlines	Date Completed	Clinical Internship Requirements	
Master's Thesis Proposal	DUE Sept 30 of 2 nd Yr		Number of Direct Intervention + Assessment Hours to Date (aim: # _____)	
Master's Thesis Defense	DUE Sept 30 of 3 rd Yr		Number of Supervision Hours to Date	
1 st -Year Project Poster	DUE start of 2 nd Yr		Number of Integrated Assessment Reports (as defined by APPIC) with Adults	
Oral Research Presentation	DUE 2 nd – 3 rd Yr		Number of Integrated Assessment Reports (as defined by APPIC) with Youth	
Oral Didactic Case Presentation	DUE 2 nd – 3 rd Yr		Optional External Prac(s) in Yr 3	
Prelim Exam/Dissertation Proposal	DUE Aug. 31 st before apply for internship		Optional External Prac(s) in Yr 4	
Dissertation Defense/Final Exam	DUE before move for internship		Optional External Prac(s) in Yr 5+	

Students must confirm directly with the Graduate & Professional School (GRAD) <https://grad.tamu.edu/> about any registration requirements unique to their own situation that may differ from what is described in these pages. Students should inquire with the GRAD <https://grad.tamu.edu/> about State regulations that the University collect nonresident tuition from all doctoral students who enroll in 100 or more semester credit hours of doctoral course work.

Students are strongly encouraged to regularly consult with GRAD <http://ogs.tamu.edu>, the Department of Psychological & Brain Sciences Associate Head of Graduate Studies, and the Clinical Program DCT and Associate DCT to ensure that University, Departmental, and Program requirements and deadlines are complied with, so as to promote timely progress toward completion of degree requirements.

Clinical Psychology Doctoral Training Program is a member of the **Academy of Psychological Clinical Science** [APCS | Doctoral Programs \(acadpsychclinicalscience.org\)](http://www.apcs.org). Program structure and curriculum flow from a **clinical science model**, as promoted by APCS, with an emphasis on translational science and evidence-based assessment and interventions. Specifically, the Program strives to fully integrate the range of research, teaching, and applied skills in training doctoral students. This approach views research and applied skills as interwoven rather than as two discrete sets of skills. As a result, successful graduates should have the options of a strong clinical scientist career, such as joining the faculty of a major research university or being a researcher for a government agency, as well as a robust translational scientist career, such as joining the faculty of an academic medical center or teaching institution or serving in an administrative role in a behavioral science focused service delivery agency.

Required courses and other training components are aligned with training expectations of the APCS and designed to meet the **American Psychological Association (APA) Commission on Accreditation (CoA)** <https://www.apa.org/support/accreditation> https://www.accreditation.apa.org/?_ga=2.111699460.1043937745.1673718153-1933672209.1659548490 guidelines and principles for doctoral programs in professional psychology (e.g., clinical psychology, counseling, psychology, school psychology). Students should develop their degree plans, in consultation with their faculty mentor and faculty committee, based on desired career options and in anticipation of State licensure requirements as a psychologist. Although these requirements vary across US States and Canadian Provinces, the ASPPB <https://www.asppb.net/default.aspx> has developed guidelines to assist individuals in documenting education, supervised experience, and national examination performance (e.g., <https://www.asppb.net/page/psybook>).

Based on APA-CoA and ASPPB information, **competencies** are expected of Program graduates in the following **substantive content areas**, which *may* be quantified for licensure by States and Provinces by a 3-credit graduate course for each area: (a) professional issues, including ethical, legal, and quality assurance principles; (b) breadth of scientific psychology, its history of thought and development, its research methods, and its applications in at least the areas of biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, psychological measurement, research methodology, and techniques of data analysis; (c) scientific, methodological, and theoretical foundations of practice in at least the areas of individual differences in behavior, human development, dysfunctional behavior or psychopathology, and professional standards and ethics; (d) diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures) in at least the areas of theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions; (e) issues of cultural and individual diversity relevant to previous areas listed, and (e) attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.

Students are responsible for matching their **degree plans** with University, Departmental, and Program requirements, as well as with their career plans and plans for State licensure as a psychologist. According to the ASPPB, if a substantive content area for a given student's degree transcript is covered in more than a single 3-credit hour course or in a course with a title that is not indicative of that content, supporting documents (e.g., **a course syllabus, University course catalog, official course numbers and titles**), may be required for licensure or other credentials.

By the end of the Fall semester of their second year in the Program, students are strongly encouraged to develop one or two **OPTIONAL** specialty emphases for their training. This decision is made in careful consultation with the student's faculty mentor and advisory committee. Specific credit hours and research and/or practica experiences to support training in specialty emphases typically is not begun until the Spring semester of the second year. Once declared, specialty emphases made be changed, deleted, or added, but only after careful consultation with a student's faculty mentor and other faculty members. Special emphasis training may be acquired through courses, focused research, and focused practica experiences, as approved by the student's faculty mentor and advisory committee.

Addiction Psychology
Affective Psychology
Brain Sciences Psychology
Clinical Child & Adolescent Psychology
Couples & Family Psychology
Diversity, Equity, & Inclusion Psychology

Forensic Psychology
Gender Psychology
Health Psychology
Neurobehavioral Psychology
Pediatric / Child Health Psychology
Personality Psychology

Prevention Science
Psychological Assessment
Psychological Interventions
Psychopathology
Public Health Psychology
Research, Measurement, & Statistics

Student Admissions Data

Number of students in the last 10 academic years who:	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Applied to program:	270	229	247	283	272	133	112	118	108	181
Were offered admission:	8	8	10	6	7	5	7	4	12	7
Enrolled in Academic Year	6	5	7	5	7	3	6	4	8	4
Of total enrolled, number admitted as "respecializing"	0	0	0	0	0	0	0	0	0	0

APPENDIX C

Student Admissions, Outcomes, and Other Data

Date Program Tables are updated:

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented:	

Program Costs

Description	2025-2026 1 st -year Cohort Cost
Tuition for full-time students (in-state)*	\$ 2,582.01
Tuition for full-time students (out-of-state)*	\$ 7,320.60
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	in-state: \$408.89/credit hr. out-of-state: \$835.40/credit hr.
University/institution fees or costs	\$ 1,418.00
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$ 365.00

* Program offers tuition remission for all students funded via Graduate Research Assistantships, Teaching Assistantships/Fellowships, Clinical Assistantships, etc. Each funding placement provides tuition remission + stipend (\$2,222.00/month). The clinical program has provided paid placements (tuition remission + stipend) for **100%** of students for 9-12 month appointments for the past 10 years.

Internship Placement - Table 1

Outcome	Year Applied for Internship_2 015-2016_N	Year Applied for Internship_2 015-2016_%	Year Applied for Internship_2 016-2017_N	Year Applied for Internship_2 016-2017_%	Year Applied for Internship_2 017-2018_N	Year Applied for Internship_2 017-2018_%	Year Applied for Internship_2 018-2019_N	Year Applied for Internship_2 018-2019_%	Year Applied for Internship_2 019-2020_N	Year Applied for Internship_2 019-2020_%	Year Applied for Internship_2 020-2021_N	Year Applied for Internship_2 020-2021_%	Year Applied for Internship_2 021-2022_N	Year Applied for Internship_2 021-2022_%	Year Applied for Internship_2 022-2023_N	Year Applied for Internship_2 022-2023_%	Year Applied for Internship_2 023-2024_N	Year Applied for Internship_2 023-2024_%	Year Applied for Internship_2 024-2025_N	Year Applied for Internship_2 024-2025_%
Students who obtained APA/CPA-accredited internships	5	100	6	100	2	100	6	100	0	n/a	5	100	5	100	6	100	4	100	5	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	n/a	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	n/a	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	n/a	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	n/a	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship		0		0		0		0		n/a		0		0		0		0		0
Students who sought or applied for internships including those who withdrew from the application process	5	100	6	100	2	100	6	100	0	n/a	5	100	5	100	6	100	4	100	5	100

Internship Placement - Table 2

Outcome	Year Applied for Internship_2 015-2016_N	Year Applied for Internship_2 015-2016_%	Year Applied for Internship_2 016-2017_N	Year Applied for Internship_2 016-2017_%	Year Applied for Internship_2 017-2018_N	Year Applied for Internship_2 017-2018_%	Year Applied for Internship_2 018-2019_N	Year Applied for Internship_2 018-2019_%	Year Applied for Internship_2 019-2020_N	Year Applied for Internship_2 019-2020_%	Year Applied for Internship_2 020-2021_N	Year Applied for Internship_2 020-2021_%	Year Applied for Internship_2 021-2022_N	Year Applied for Internship_2 021-2022_%	Year Applied for Internship_2 022-2023_N	Year Applied for Internship_2 022-2023_%	Year Applied for Internship_2 023-2024_N	Year Applied for Internship_2 023-2024_%	Year Applied for Internship_2 024-2025_N	Year Applied for Internship_2 024-2025_%
Students who sought or applied for internships including those who withdrew from the application process	5	-	6	-	2	-	6	-	0	n/a	5	-	5	-	6	-	4	-	5	-
Students who obtained paid internships	5	100	6	100	2	100	6	100	0	n/a	5	100	5	100	6	100	4	100	5	100
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	0	n/a	0	0	0	0	0	0	0	0	0	0

* Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement - Table 1"

Attrition

Variable	Year of First Enrollment _2015-2016_N	Year of First Enrollment _2015-2016_%	Year of First Enrollment _2016-2017_N	Year of First Enrollment _2016-2017_%	Year of First Enrollment _2017-2018_N	Year of First Enrollment _2017-2018_%	Year of First Enrollment _2018-2019_N	Year of First Enrollment _2018-2019_%	Year of First Enrollment _2019-2020_N	Year of First Enrollment _2019-2020_%	Year of First Enrollment _2020-2021_N	Year of First Enrollment _2020-2021_%	Year of First Enrollment _2021-2022_N	Year of First Enrollment _2021-2022_%	Year of First Enrollment _2022-2023_N	Year of First Enrollment _2022-2023_%	Year of First Enrollment _2023-2024_N	Year of First Enrollment _2023-2024_%	Year of First Enrollment _2024-2025_N	Year of First Enrollment _2024-2025_%
Students for whom this is the year of first enrollment (i.e. new students)	3	-	4	-	8	-	3	-	6	-	3	-	7	-	5	-	7	-	5	-
Students whose doctoral degrees were conferred on their transcripts	2	66.666667	4	100	8	100	3	100	4	66.666667	0	0	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	0	0	0	0	1	16.666667	3	100	6	85.714286	5	100	7	100	5	100
Students no longer enrolled for any reason other than conferral of doctoral degree	1	33.333333	0	0	0	0	0	0	1	16.666667	0	0	1	14.285714	0	0	0	0	0	0

Licensure

Outcome	2015-2025
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	42
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	35
Licensure percentage	83%

APPENDIX D: UPDATED COURSE OFFERINGS FOR 2026-2027 ACADEMIC YEAR

Fall Year 1	Instructor	Credit Hrs.
Psychopathology	Vujanovic	3
Assessment 1	Edens	3
Stats 1	PBSI	3
Spring Year 1		
Interventions 1	Albanese	3
Stats 2	PBSI	3
Ethics & Intro Clinical	Cuthbert	3
Summer Year 1 (SS2)		
History & Systems	Vujanovic et al.	1
Multicultural Course PWC	EPSY COURSE	3
Thesis/Research Hours	Advisor	2
Fall Year 2		
Assessment 2	Engler	3
Interventions 2	Supervisor	3
Interventions Practicum	Supervisor	1
Thesis/Research Hours	Advisor	2
Spring Year 2		
Social DSK	Smallman	3
Biological Bases DSK	Trost	3
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Thesis/Research Hours	Advisor	1
Summer Year 2		
Consultation & Supervision	Cuthbert	1
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Research Hours	Advisor	3
Fall Year 3		
Developmental DSK	Viana	3
Cognitive-Affective Bases DSK (DSK x 3)	MacNamara	3
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	1
Spring Year 3		
Elective or Research Methods/Advanced Stats		3
Elective or Research Methods/Advanced Stats		3

Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	X
Summer Year 3		
Interventions Practicum	Supervisor	1
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	4
Fall Year 4		
Elective or Research Methods/Advanced Stats		3
Elective or Research Methods/Advanced Stats		3
Assessment Practicum	Supervisor	1
Dissertation/Research Hours	Advisor	X
Spring Year 4		
Elective or Research Methods/Advanced Stats		3
Dissertation/Research Hours	Advisor	X
Summer Year 4 & Beyond		
Internship OR Dissertation/Research Hours		

APPENDIX E: STUDENTS' RIGHTS

Students' Rights and Responsibilities

Preface

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
 2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
 3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
 4. Each student subject to disciplinary action arising from violations of University Student Rules shall be assured a fundamentally fair process.
-

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and University officials.
2. A student has the responsibility to be fully acquainted with the published University Student Rules and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to maintain a level of behavior which is consistent in supporting the learning environment of the institution and to recognize the University's obligation to provide an environment for learning.

Key rights and responsibilities for graduate students include:

- **Academic and Personal Freedom:** Students possess the right to freedom of speech, expression, petition, and peaceful assembly.
- **Protection Against Discrimination:** Students are entitled to an environment free from harassment on the basis of race, color, national or ethnic origin, religion, sex (Title IX), disability, age, sexual orientation, or veteran status.
- **Advising and Funding (Engineering/Graduate Specific):** Graduate students should be informed promptly of matters affecting their funding status. If a committee chair leaves the university, the student may request they continue serving for up to one year.
- **Procedural Due Process:** Students have the right to file grievances and follow established procedures regarding academic misconduct or disciplinary issues.
- **Freedom of Expression:** In accordance with Senate Bill 18, TAMU ensures free, robust, and uninhibited debate on campus.
- **Record Privacy:** Student education records are protected under FERPA, with limited exceptions for disclosure.

Graduate students are expected to adhere to the Aggie Honor Code, maintain a 3.0 GPA for good standing, and follow the specific rules outlined in the university student rules and their respective department's handbook.

APPENDIX F: STUDENT RECRUITMENT AND ADMISSIONS POLICIES

Texas A&M University Clinical Psychology Program Policies

Student Recruitment

In the summer semester of each year, faculty will post on their faculty webpages whether they are expecting to review applications for the next doctoral admissions cycle. Faculty should feature this information on their lab webpages as well. Clinical program leadership will ensure that Student Admissions, Outcomes, and Other Data are uploaded to the Clinical Program website by October 1st of each year, per APA guidance.

Faculty who will be reviewing applications will inform the department about (1) the number of students they wish to admit and (2) sources of funding (e.g., grants, start-up funds, other cost centers) to be used.

The clinical psychology program hosts a virtual open house on at least one occasion during September-October of each admissions cycle to provide program-relevant information to prospective applicants. All faculty are encouraged to attend, and program leadership will attend along with interested and available doctoral students.

Program policies regarding the GRE General and Subjects tests are posted on the departmental and program websites. As of the 2025-2026 academic year, clinical area faculty have decided to not require or review GRE scores.

Admissions Policies

The deadline for applications is December 1st of each year. Clinical core faculty will begin applications review immediately thereafter. Faculty will ensure that each complete application is reviewed by at least two faculty members to ensure that each application submitted receives review. Faculty will convene in December to discuss applicants and to make decisions regarding interview dates and applicants to be invited for interviews. All interviews will take place in January and applicants are invited to interview in December via email from the prospective faculty mentor (cc to Director of Clinical Training); interview invitations ask interviewees whether they require any accommodations to be able to participate fully in the interview day. Hand-written notes are mailed to each interviewee, as well. Admissions interviews are held in January of each year remotely via Zoom to ensure equity and inclusivity and minimize costs for applicants.

Council of University Directors of Clinical Psychology Guidelines for Graduate School Offers and Acceptances

The Council of University Directors of Clinical Psychology (CUDCP) adopted a policy on 3/9/93 regarding graduate school offers and is now reaffirming those basic principles with a few modifications. Abiding by these principles has become even more important in recent years as the competition for positions has intensified and electronic communication has made much information about the process highly public. These

principles are designed to facilitate the matching process, protecting some students from inappropriate pressure to respond and protecting other students from not receiving offers in a timely manner due to some students' holding multiple offers.

These CUDCP policies support but go beyond the policies already established by the Council of Graduate Schools (CGS) which were renewed October 2009 (<http://www.cgsnet.org/april-15-resolution>). Institutions that have signed onto the CGS resolution are listed on the CGS website. The CGS policy only holds for offers of financial support, not offers of admission. If an applicant finds that a program violates this policy, that institution should be reported to the CGS. The Council of Graduate Departments of Psychology (COGDOP) endorsed this resolution (February 2008). Neither APA or COA have responsibility to enforce these guidelines but support the principle herein. APA's Graduate Study in Psychology limits entry into that directory to those programs and departments that adhere to the April 15 date. A program listed there that violates this policy should be reported to the Board of Educational Affairs of APA.

The CUDCP policy holds for all offers of admission to its member programs. Violations of this policy should be reported to the CUDCP (<http://cudcp.us/contact.html>).

1. The policies listed here should be sent to all students applying to CUDCP-member graduate programs (or other graduate programs that have adopted these guidelines). Whenever possible, undergraduate advisors for students seeking admission into graduate programs of clinical psychology should familiarize the students with these guidelines, emphasizing the importance of adhering to the guidelines for the benefit of other students.
2. To facilitate decision making for students, training programs should inform students as soon as possible that they have been excluded from consideration for admission.
3. A student can expect to receive offers of admission to programs over a considerable period of time. The timing of offers to students largely is determined by the University's review schedule, which is a strictly internal matter. Regardless of when the offer is made, students are not required to respond to the offer before the decision date of April 15 (by 11:59pm Eastern, or by this time on the first Monday after April 15, if April 15 falls on a weekend), except as specified in Section 6 below.
 - a. Offers usually are made in writing prior to April 1st. Between April 1st and the decision date, universities may choose to facilitate the process by making offers to students over the phone or by email when a position comes up. These offers are official, but should be followed up by a written confirmation within 48 hours.
 - b. Offers, once made, cannot be withdrawn by the university until after the decision date and then can be withdrawn only if the student fails to respond to the offer by the decision date.
 - c. A program may make an offer after the April 15th decision date if it still has one or more open slots. Offers made after the decision date should clearly state how long the student has to decide on the offer. The student should be given sufficient time (at least a week) to visit a program before making a decision.
4. Offers with funding are treated like any other offer. There should be no stipulation by the University that the offer carries funding only if the student accepts by a specific date that precedes the decision date described above.

5. The Director of Clinical Training or the designated person in charge of graduate admissions should make every effort to inform students on the alternate list of their status as soon as possible.
 - a. The procedure of designating all students who have not been offered immediate admissions as alternates is inappropriate. The University Training Program should have a procedure for identifying those students who clearly will not be offered admissions.
 - b. A reasonable designation of the student's position on the alternate list is encouraged, if applicable (e.g., high, middle, or low on the alternate list). If such a designation is used, the operational definition of "high on the alternate list" is that, in a normal year, the student would receive an offer of admission (but not necessarily funding) prior to the April 15 decision date.
 - c. Once the class has been filled, students on the alternate list should be informed that they are no longer under consideration for admission. Students who were designated "high on the alternate list" should be informed by phone or email.

6. A student should not hold more than two offers for more than one week unless there is specific information (e.g. a visit is scheduled, funding decisions, advisor decisions) they are waiting to receive from the program. Difficulty making up one's mind is not considered an adequate excuse to limit the options available to other applicants. Holding multiple offers ties up slots, preventing programs from making offers to other students. This is a complex principle operationalized in the points below.
 - a. It is legitimate for students to want to visit a program, if they have not done so already, before making decisions among offers. Such visits should be scheduled as soon as practical after the offer of admission is received. If after a visit to a program the student decides that the program is rated lower than a program that the student has already been offered admission to, the student should inform the lower rank program that they will be declining their offer.
 - b. Whenever possible, the student applicant should inform training programs by phone or email of a decision, following up within 24 hours with a written confirmation of that decision.
 - c. Once a student has accepted an offer of admission to a Graduate Training Program, the student should inform all programs in which they are currently under consideration that they are either declining outstanding offers of admission or no longer wish to be considered for admission. Students should contact by phone or email those programs that have offered them admission.

7. It is the responsibility of the Director of Clinical Training or the designated person in charge of graduate admissions to keep students informed of changes in their status. Ideally, the student should be informed immediately by phone or email. Offers of admission or offers of funding for students already offered admission should be made over the phone or email with a follow-up letter mailed within 24 hours.

8. The current policy statement of the Council of Graduate Departments of Psychology allows students to resign offers they previously accepted up to the April 15th decision date by submitting the resignation in writing (preferably by email immediately followed up by a letter). The purpose of this policy is to avoid pressure on students to accept offers before they have heard from other schools. Although withdrawing an acceptance is legitimate, it is not good form and is very strongly discouraged. A much better approach is to accept a position only if you intend to follow through on your commitment. Students have the right to hold offers as described above if a preferable offer is still possible. Except in very unusual situations (e.g., serious illness or major personal problems), a student who accepts an offer of admission is expected to

start the graduate program the following fall. Upon request, programs may grant a deferral, but they are not obligated to do so. Training lines are severely limited, and failing to use a line once it has been offered prevents other qualified students from obtaining training.

APPENDIX G: TEXAS A&M UNIVERSITY NONDISCRIMINATION POLICIES

A response is not required. The following notice is required to be sent to all Texas A&M University and agency employees each semester, in accordance with federal regulations:

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and nondiscriminatory learning, living, and work environments for all members of the university community. The university provides equal opportunity to all employees, students, applicants for employment or admission, and the public, regardless of race, color, sex (including pregnancy^[1] and parental status), religion, national origin, age, disability, genetic information, and veteran status. Texas A&M will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity and related retaliation based on a protected class in accordance with System Regulation 08.01.01, University Rule 08.01.01.M1, Standard Administrative Procedure (SAP) 08.01.01.M1.01, and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment.

Responding to Allegations

The university's response to allegations of discrimination, harassment, complicity, and related retaliation will be 1) prompt, thorough, and equitable; 2) intended to prevent the recurrence of any harassment; and 3) intended to remedy its discriminatory effects, as appropriate. A substantiated allegation of such conduct may result in disciplinary action, up to and including separation from the university. Visitors, contractors, and third parties who commit discrimination, harassment, complicity, or related retaliation may have their relationships with the university terminated and/or their privileges of being on university premises withdrawn.

The procedures for responding to allegations of discrimination, harassment, complicity, and related retaliation against students, faculty, staff, and third parties are detailed in the University [SAP 08.01.01.M1.01](#). The sanctioning guidance for substantiated allegations against employees and students can also be found in the [SAP](#). Additional sanctioning guidance related to substantiated sex-based allegations against students can be found here: [Title IX Cumulative Sanctioning Matrix](#). Questions about the university's policies or procedures should be directed to Jennifer Smith, Associate Vice President and Title IX Coordinator at civilrights@tamu.edu.

Reporting Responsibilities

Allegations of sexual assault, sexual harassment, sex-based misconduct, dating/domestic violence, or stalking:

All employees (except those identified below) who, in the course and scope of their employment, witness or receive information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, sex-based misconduct, dating/domestic violence, or stalking and is alleged to have been committed by or against a person who was an enrolled student or an employee of the institution at the time of the incident shall promptly report all known information about the incident to the Associate Vice President and Title

IX Coordinator. An employee who experiences sexual harassment, sexual assault dating/domestic violence, or stalking may report but is not required to do so. Licensed health care providers and licensed counselors acting in the course and scope of employment must report de-identified statistics but shall not report any other information. The university will terminate an employee if, in accordance with its applicable disciplinary processes, the university determines that the employee knowingly failed to make a required report, or that the employee, with the intent to harm or deceive, made a report that is false. State law criminalizes the failure to report and may charge an individual with a Class A Misdemeanor.

Allegations of discrimination, harassment, complicity, or related retaliation other than allegations of sexual assault, sexual harassment, sex-based misconduct, dating/domestic violence, or stalking:

All employees (except licensed health care providers and licensed counselors) who, in the course and scope of their employment, experience, witness, or receive information regarding the occurrence of an incident that the employee reasonably believes constitutes discrimination, harassment, complicity, or retaliation related to a protected class (other than allegations of sexual harassment, sexual assault, sex-based misconduct, dating/domestic violence or stalking) shall promptly report all known information about the incident to the Associate Vice President and Title IX Coordinator. An employee's failure to report alleged or suspected discrimination may result in disciplinary action, including dismissal. The university will terminate an employee if, in accordance with its applicable disciplinary processes, the university determines that the employee knowingly failed to make a required report, or that the employee, with the intent to harm or deceive, made a report that is false.

Students and non-affiliated members of the public are strongly encouraged, but not required, to report incidents. Confidential resources (who report de-identified statistics only as required by law) are available to students and employees through Texas A&M's counseling and medical services.

Confidential Reporting

Licensed health care providers and licensed counselors do not report any information received in the course and scope of their employment related to discrimination, harassment, complicity, or retaliation related to a protected class (other than de-identified statistics related to allegations of sexual harassment, sexual assault, dating/domestic violence, or stalking).

Regardless of their campus affiliation or location, the TELUS Health Student Support app is a free and confidential resource for all Texas A&M students. The app allows students to access virtual mental health counseling, available 24/7, in a variety of languages, and a student peer support community within the app offers an enhanced element of connection.

- Download the student support app from the App Store or Google Play.

- Call 1-866-743-7732 (outside of the U.S. or Canada call 001-416-380-6578).

On the main campus, other confidential resources include:

- For students: Counselors and medical providers at University Health Services. Students can [schedule an appointment online](#) or by phone at 979-458-4584. [Emergency and after-hours care resources](#) are also available.
- For employees: Licensed counselors at **GuidanceResources by ComPsych** is available 24 hours a day. Employees can call 866-301-9623, download the app GuidanceNow, or go to <https://www.guidanceresources.com/> (Web ID: TAMUS).

Students and employees at locations other than the main campus may report confidentially through their counseling and health care providers. [Contact information for providers at branch](#) campuses and teaching sites can be found online.

Where to Report an Incident

- Designated Official: The university has designated Jennifer Smith, Associate Vice President and Title IX Coordinator, to receive all reports of discrimination, harassment, complicity, and retaliation related to a protected class or status. Protected classes or statuses include race, color, sex (including pregnancy^[2] and parental status), religion, national origin, age, disability, genetic information, and veteran status. To file a report with the university, please contact:

Jennifer M. Smith

Associate Vice President and Title IX Coordinator

Coke Building, Suite 202

1243 TAMU

College Station, TX 77843-1243

979-458-8407

civilrights@tamu.edu

You may also [submit a report or an anonymous report online](#) through the Office of Civil Rights and Title IX website. Anonymous reports usually limit the university's ability to respond to or resolve an allegation.

Disability and Pregnancy

- To request disability accommodations or inquire about discrimination based on disability, you may contact **Julie Kuder, ADA Coordinator**, at 979-458-8407 or ADA.Coordinator@tamu.edu. Her office is located in the Coke Building, Suite 202, 1243 TAMU, College Station, TX 77843. [You can also visit the Americans with Disabilities Act website.](#)

- To request pregnancy accommodations as a staff or faculty member, you may contact your HR professional or Employee Relations at 979-845-4141.
- To request pregnancy accommodations as a student, you may contact Julie Kuder at 979-458-8407 or TIX.Pregnancy@tamu.edu. Law school students may contact studentaffairs@law.tamu.edu. Texas A&M University at Qatar students may contact Miguel Trevino at Miguel.trevino@qatar.tamu.edu or Sabina Uzakova at sabina.uzakova@qatar.tamu.edu.

Reporting to Law Enforcement

Anyone who has experienced discrimination, harassment, complicity, or related retaliation has the right to choose whether to report the behavior to law enforcement instead of or in addition to reporting to the university. The Associate Vice President and Title IX Coordinator can assist in making a report to law enforcement authorities. A complainant may also choose to decline to notify law enforcement.

A report to law enforcement, even to the University Police Department (UPD), is separate from a report to the university. An individual pursues administrative disciplinary remedies by reporting to the university and criminal remedies by reporting to law enforcement. Disciplinary and criminal remedies may be pursued separately or at the same time. An individual wishing to pursue disciplinary remedies and criminal remedies simultaneously should make a report to both the Associate Vice President and Title IX Coordinator and to the appropriate law enforcement agency.

For emergencies, call 9-1-1. For non-emergencies, contact local law enforcement:

In and around the main campus:

- University Police Department (979-845-2345)
- Bryan Police Department (979-209-5300)
- College Station Police Department (979-764-3600)
- Brazos County Sheriff's Office (979-361-4900)

In and around the Texas A&M University at Galveston campus:

- Texas A&M at Galveston Police Department (409-740-4545)
- Galveston Police Department (409-765-3702)
- Galveston County Sheriff's Office (409-766-2300)

To report abuse or neglect of persons aged 65 or older, persons with disabilities, or minors:

State law requires all persons having cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect to immediately make a report (even if the belief is premised upon incomplete or dated information) to any of the following:

- Any local or state law enforcement agency;
- The Department of Family and Protective Services (DFPS); or
- The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.
- The agency designated by the court to be responsible for the protection of children.

Further, all persons having cause to believe that an individual 65 years or older or a disabled person 18 years of age or older is being abused, neglected, or exploited are required to notify the DFPS at the Texas Abuse Hotline at 1-800-252-5400 or online on the [Texas Department of Family and Protective Services website](#).

Reporting to Outside Agencies

Individuals may file a complaint at any time with any local, state, or federal civil rights office, including, but not limited to, the Equal Employment Opportunity Commission, the Texas Workforce Commission's Civil Rights Division, the U.S. Department of Education's Office of Civil Rights, and the U.S. Department of Justice.

Inquiries about the application of Title IX and its implementing regulations may be referred to the university's Associate Vice President and Title IX Coordinator or the U.S. Department of Education's Office of Civil Rights' Assistant Secretary, or both.

Amnesty and Immunities

A person acting in good faith who:

- reports or assists in the investigation of a report of an incident of sexual harassment, sexual assault, dating violence or stalking;
- testifies or otherwise participates in a judicial proceeding arising from a report of sexual harassment, sexual assault, dating/domestic violence or stalking; or,
- participates in the university's investigation or resolution processes related to an allegation of sexual harassment, sexual assault, dating violence or stalking

will not be subjected to any disciplinary action by the university where the person is enrolled or employed for any violations of the university's code of conduct reasonably related to the incident. Such amnesty shall not be given for violations of the university's code of conduct if the sanction for the violation is suspension or expulsion from the institution.

The university may, however, investigate to determine whether a report of an incident of sexual harassment, sexual assault, dating/domestic violence, or stalking was made in good faith. The amnesty will not apply to a person who reports the person's own commission or complicity in the commission of sexual harassment, sexual assault, dating/domestic violence, or stalking.

Privacy of Records

Office of Civil Rights and Title IX records will be maintained in accordance with the university's

record retention policy. Records will be disclosed by the university on a case by case basis to the extent permitted by law.

Retaliation

Students, faculty, and staff are prohibited from retaliating against a person for (1) making a good faith report of a violation of Texas A&M System policies, university rules, student rules, and or/the law; or (2) participating in any proceeding related to the investigation or resolution of such report. Retaliation includes threatening, intimidating, harassing, coercing, or any other conduct that would discourage a reasonable person from engaging in activity protected under this policy. Retaliation may be present even where there is a decision of “unsubstantiated,” “insufficient information to substantiate,” “not responsible,” or “not guilty” on the allegations of discrimination, harassment, complicity, or related retaliation. Retaliation does not include good faith actions lawfully pursued in response to a report of discrimination, harassment, or related retaliation. Violation of an interim, remedial, or protective measure may be considered retaliation.

Resources, Rights, and Options for Sexual Harassment

Sexual harassment is a form of sex discrimination. Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature constitute sexual harassment when 1) an employee of the university conditions the provision of an aide, benefit, or service of the member on an individual's participation in the unwelcome sexual conduct; or 2) the conduct would be determined by a reasonable person to be so severe, persistent, and objectively offensive that it effectively denies a person equal access to the university's education program or activity; or (3) the conduct meets the definition of sexual assault, dating violence, domestic violence, or stalking based on sex. The university also prohibits sex-based misconduct, which is unwelcome conduct of a sexual nature that is severe, persistent, or pervasive enough to create a work, educational, or campus living environment that a reasonable person would consider intimidating, abusive, or offensive.

A misconception regarding sexual assault is that most of the time the perpetrator is a stranger. However, research indicates that approximately 2/3 of sexual assaults are committed by someone known to the victim. Sexual assault is an act of violence; the perpetrator is asserting power and control over another person. Tactics may include force, threats, intimidation, or physical violence. Many victims struggle with identifying whether they have been sexually assaulted due to tactics such as manipulation, restraint, victim-blaming, and taking advantage of another's level of incapacitation.

A student or employee who has been a victim of sexual harassment, sex-based misconduct, sexual assault, stalking, domestic violence, or dating violence, whether it occurred on or off campus, has certain resources, rights, and options available, including the right to a prompt, thorough, and equitable resolution. Even if you choose not to report the incident to the university or to law enforcement, you are encouraged to take steps to preserve evidence. This will ensure that evidence is available if you later decide to proceed with a criminal or university investigation. You are encouraged to go to a hospital as soon as practicable after an incident and

have a Sexual Assault Nurse Examiner (SANE) assess you for physical trauma, sexually transmitted infections, and pregnancy. A SANE can also collect and preserve evidence of a sexual assault.

Resources, including advocacy and counseling services, are available through the university. Students and employees may also have access to supportive measures (e.g., “no contact” restrictions or changes in housing, parking, work location, or class schedule) that may be needed until the resolution of the complaint. Complainants and respondents are afforded equitable opportunities to supportive measures and access to information regarding the investigation.

A student or an employee who has **experienced** sexual harassment, sexual assault, sex-based misconduct, stalking, or dating/domestic violence, whether it occurred on or off campus, has certain resources, rights, and options available. Please see: [Resources, Rights, and Options for Complainants](#). Employees and students who are located at branch campuses or teaching sites can find their Resources, Rights, and Options document under the “Get Help Now” menu on the [Title IX website](#).

A student or an employee who is **accused** of sexual harassment, sexual assault, sex-based misconduct, stalking, or dating/domestic violence, whether it occurred on or off campus, has certain resources, rights, and options available. Please see: [Resources, Rights, and Options for Respondents](#). Employees and students who are located at branch campuses or teaching sites can find their Resources, Rights, and Options document under the “[Get Help Now](#)” menu on the Title IX website.

For more information, contact:

Jennifer Smith
Associate Vice President and Title IX Coordinator

Division of Risk, Ethics and Compliance | Office of Civil Rights and Title IX
Coke Building, Suite 202 | College Station, TX 77843-1243
979-458-8407

civilrights@tamu.edu

[1] Title IX prohibits discrimination on the basis of sex, including pregnancy and related conditions, in educational programs and activities. This includes harassment and discrimination against a student based on pregnancy, childbirth, false pregnancy, or recovery from any of these conditions.

[2] Title IX prohibits discrimination on the basis of sex, including pregnancy and related conditions, in educational programs and activities. This includes harassment and discrimination against a student based on pregnancy, childbirth, false pregnancy, or recovery from any of these conditions.

UNIVERSITY POLICIES

Aggie Honor Code

Integrity is a fundamental core value of Texas A&M University. Academic integrity requires a commitment by all faculty, students, and administrators to:

- Remain constantly focused on the quality of the academic programs
- Achieve and maintain academic excellence in all courses and programs to assure the value of Texas A&M University degrees
- Demand high academic standards from all members of the Aggie community
- Actively promote academic integrity
- Confront instances of academic misconduct through engagement in the Aggie Honor System Office rules and procedures

All Texas A&M University students, graduate and undergraduate, part-time or full-time, in residence or in distance education, are expected to follow the guiding rule of the Aggie Honor Code:

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University or one of its branch campuses, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. A student will be required to state his/her commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Honor System.

The Honor System Office is charged with promotion of the honor code and administration of academic misconduct cases. The Honor Council, comprised of students and faculty from colleges and offices across the University, will investigate all such infractions of the honor code and recommend appropriate sanctions. The website, <http://aggiehonor.tamu.edu>, defines the types of infractions and the possible consequences. Students are urged to review this information.

In addition to adherence to the Honor Code, a student (graduate students in particular) who is completing a thesis, record of study, dissertation, and publication may fall under the additional federal requirements promulgated by the Office of Research Integrity (Scientific Misconduct Regulations – 42 CFR part 50), as well as Texas A&M System Regulations and Texas A&M University Rules (Texas A&M System Regulations – Ethics in Research, Scholarship and Creative Work – 15.99.03 (<https://www.tamus.edu/legal/policy/policy-and-regulation-library/>), and Texas A&M University rules and standard administrative procedures – Responsible Conduct in Research and Scholarship – 15.99.03.M1, 15.99.03. M1.01-06 (<http://rules-saps.tamu.edu/TAMURulesAndSAPs.aspx#15>)).

Contact information for each campus can be found at the following:

- Texas A&M University website - <http://aggiehonor.tamu.edu>
- Texas A&M at Galveston website - <https://www.tamug.edu/HonorSystem/>
- Texas A&M at Qatar website - <https://www.qatar.tamu.edu/students/academic-services/aggie-honor-system> ([https://](https://www.qatar.tamu.edu/students/academic-services/aggie-honor-system)

www.qatar.tamu.edu/students/academic-services/aggie-honor-system/

Aggie Honor System Office

<http://aggiehonor.tamu.edu>

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Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student.

Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Professional Practice Academic Appeals Panel and Process

The Professional Practice Appeals Panel (PPAP), formerly First Professional Appeals Panel, will hear appeals regarding allegations of due process violations only, after all administrative processes related to

- (a) suspensions, dismissals, or blocks for scholastic deficiency in a student's academic program; and
- (b) appeals of disputes over final course grades have been exhausted in professional practice programs (DDS, DNP, JD, MD, PharmD, DVM).

Texas A&M University Student Rules Part III, Section 62 (<http://student-rules.tamu.edu/rule62/>) describe the Professional Practice Appeals Panel Process in detail. Please carefully review Section 62 before pursuing a grievance. Professional practice students are also strongly encouraged to seek clarification and advice regarding appropriate grievance procedures.

A valuable resource for questions regarding grievances and appeals, the Graduate Ombuds Officer advocates for the processes of graduate education and provides equal, open access to all parties: students, faculty, staff, and administrators. To set up an appointment with the Graduate Ombuds Officer, email ombuds@tamu.edu.

Instructions for Securing a Hearing Before the Professional Practice Appeals Panel

To secure a hearing with the Professional Practice Appeals Panel, please follow these procedures:

Complete the Form to Request a Hearing (<https://grad.tamu.edu/getmedia/1d8fe301-d98b-47aa-832f-29f719cf2df8/FPAP-Form-to-Request-a-Hearing.pdf>), indicating an intention to appeal to the Professional Practice Appeals Panel. This form must be completed and emailed to the Associate Provost and Dean of the Graduate and

Professional School within ten (10) university business days after receiving the dean’s (or designee’s) letter from the professional college/ school notifying the student of the outcome of a hearing in the academic unit in which the student is enrolled.

For additional information, see the Professional Practice Appeals page (<https://grad.tamu.edu/knowledge-center/forms/request-hearing-before-first-professional-appeals-panel/>) on the Graduate and Professional School website.

Graduate Academic Appeals Panel and Process

The Graduate Academic Appeals Panel (GAAP) is governed by the most current version of Texas A&M University Student Rule 59 (<http://student-rules.tamu.edu/rule59/>) (Graduate Academic Appeals Panel).

Graduate students who believe that decisions about unauthorized absences, final grades, the outcome of evaluation of performance on examinations, or decisions about separation (e.g., probation, suspension, dismissal, or termination) from a department, interdisciplinary degree program, and/or college/school for scholastic deficiency were made on an arbitrary, capricious, or prejudicial basis may appeal such decisions through the appeals process specified in Student Rule 59. In such appeals, the burden of proof is upon the student to demonstrate that the decisions in question were arbitrary, capricious, or prejudiced.

The decision to request action by the Graduate Academic Appeals Panel means that:

1. the student has appealed to the faculty (for final grades), department head or chair of the interdisciplinary degree program, and then the dean of the college administering the student’s degree; and
2. the actions recommended at each level are unsatisfactory to the student.

For additional information, see the Student Grievances and Appeals Procedures page (<https://grad.tamu.edu/knowledge-center/policies-process/what-is-the-process-for-holding-a-graduate-academic-appeals-panel/>) on the Graduate and Professional School website.

Student Grievances and Appeals Procedures

Specific procedures at Texas A&M University allow graduate students to pursue a grievance for any of the problems, issues, or concerns listed in the table below. Professional Practice students can pursue disputes over due process. **Before** initiating a grievance, students are strongly encouraged to seek clarification and advice from the Graduate and Professional Student Ombuds Office (<https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services/>) regarding appropriate procedures. The Ombuds Officer represents a valuable resource for questions regarding grievances and appeals. The Ombuds Officer advocates for the processes of graduate and professional education and provides equal, open access to all parties: students, faculty, staff, and administrators. To set up an appointment with the Graduate Ombuds Officer, contact ombuds@tamu.edu.

Type of Grievance/Issue	A&M Student Rule	University Panel Handling Appeals	Appeals Panel Preliminary and Formal Resolution Procedures
Discrimination and Discrimination Appeals	45 (http://student-rules.tamu.edu/rule45/)	Discrimination Appeals Panel	56 (http://student-rules.tamu.edu/rule56/)
Disability Accommodations in Academic Programs	46 (http://student-rules.tamu.edu/rule46/)	Discrimination Appeals Panel	56 (http://student-rules.tamu.edu/rule56/)
Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and/or Stalking	47 (http://student-rules.tamu.edu/rule47/)	University Disciplinary Appeals Panel	58 (http://student-rules.tamu.edu/rule58/)
Grade Disputes	48 (http://student-rules.tamu.edu/rule48/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Unexcused Absences	49 (http://student-rules.tamu.edu/rule49/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Academic Suspension and Blocks	50 (http://student-rules.tamu.edu/rule50/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Student Conduct Separation and Appeal	51 (http://student-rules.tamu.edu/rule51/)	University Disciplinary Panel	58 (http://student-rules.tamu.edu/rule58/)
Academic Misconduct	52 (http://student-rules.tamu.edu/rule52/)	Aggie Honor System Office	Aggie Honor System Appeals Process (https://aggiehonor.tamu.edu/Rules-and-Procedures/Procedures/Adjudication-Process/#2024%20Appeals%20Process)
Graduate Student Examination Evaluation Disputes	53 (http://student-rules.tamu.edu/rule53/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Financial Assessments by the University	54 (http://student-rules.tamu.edu/rule54/)	Head of Department or Unit Involved	Student Fiscal Appeal Process (https://sbs.tamu.edu/documents/tamu_fiscal-appeals-form_4.26.2024.pdf)

Parking Citations	55 (http://student-rules.tamu.edu/rule55/)	Student Parking Appeals Board	Citation Appeals Process (http://transport.tamu.edu/Parking/appeal.aspx)
Disputes over Due Process (Professional Practice Students Only)	62 (http://student-rules.tamu.edu/rule62/)	Professional Practice Academic Appeals Panel	62 (http://student-rules.tamu.edu/rule62/)

University Student Rules

Each student enrolled at Texas A&M University is responsible for being fully acquainted with and complying with the Texas A&M University Student Rules. Specific rules, information, and procedures may be found in publications pertaining to each particular service or department. Graduate students are encouraged to reference the Student Rules website (<https://student-rules.tamu.edu/>) for current published rules and regulations.

For information concerning federal and state policies, please reference the appendices (<https://catalog.tamu.edu/graduate/appendices/>) in this catalog.

University Statement on Harassment and Discrimination

Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or veteran status in employment, educational programs, and admissions.

Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the Department of Civil Rights & Title IX (CR/T9):

Jennifer Smith, Associate Vice President and Title IX Coordinator
Department of Civil Rights & Title IX (CR/T9)
YMCA Building, Suite 108
College Station, TX 77843
(979) 458-8407
civilrights@tamu.edu



ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

Adopted August 21, 2002

Effective June 1, 2003

(With the 2010 Amendments
to Introduction and Applicability
and Standards 1.02 and 1.03,
Effective June 1, 2010)

With the 2016 Amendment
to Standard 3.04

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ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

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AMENDMENTS TO THE 2002 "ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT" IN 2010 AND 2016

INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A-E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, Internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services.

In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The American Psychological Association's Council of Representatives adopted this version of the APA Ethics Code during its meeting on August 21, 2002. The Code became effective on June 1, 2003. The Council of Representatives amended this version of the Ethics Code on February 20, 2010, effective June 1, 2010, and on August 3, 2016, effective January 1, 2017. (see p. 16 of this pamphlet). Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Office of Ethics, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. This Ethics Code and information regarding the Code can be found on the APA website, <http://www.apa.org/ethics>. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code, or amendments thereto, as follows:

- American Psychological Association. (1953). *Ethical standards of psychologists*. Washington, DC: Author.
 - American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14, 279-282.
 - American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60.
 - American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361.
 - American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23.
 - American Psychological Association. (1979). *Ethical standards of psychologists*. Washington, DC: Author.
 - American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.
 - American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395.
 - American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.
 - American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
 - American Psychological Association. (2010). 2010 amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." *American Psychologist*, 65, 493.
 - American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2010). *American Psychologist*, 71, 900.
- Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First St. NE, Washington, DC 20002-4242, or phone (202) 336-5510.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably, appropriate, potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a

personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of

psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable

steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating with Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are

or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

(a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

(b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04a.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter with Clients/Patients; 7.07, Sexual Relationships with Students and Supervisees; 10.05, Sexual Intima-

cies with Current Therapy Clients/Patients; 10.06, Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy with Former Sexual Partners; and 10.08, Sexual Intimacies with Former Therapy Clients/Patients.)

3.09 Cooperation with Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered to or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services

provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy and Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing with Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, Internet, or other electronic transmission,

they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter with Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation with Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding

sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships with Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expect-

ed duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing with Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing with Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter with Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, in-

cluding authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on informa-

tion and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable

capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11 Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies with Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy with Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies with Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

AMENDMENTS TO THE 2002 “ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT” IN 2010 AND 2016

2010 Amendments

Introduction and Applicability

If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.~~

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority, Under no circumstances may this standard be used to justify or defend violating human rights.~~

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code. take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

2016 Amendment

3.04 Avoiding Harm

(a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

(b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04a.



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PSYCHOLOGICAL AND BRAIN SCIENCES

Graduate Student Handbook

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Updated: 3/20/2025

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INTRODUCTION

The Department of Psychological and Brain Sciences (PBSI) in the College of Arts & Sciences at Texas A&M University is a recognized leader in psychological science and features doctoral training programs in Behavioral and Cellular Neuroscience (BCN), Clinical Psychology (CLYP), Cognition and Cognitive Neuroscience (CCN), Industrial and Organizational Psychology (I/O), and Social and Personality Psychology (SPP). All of these programs share two common goals:

- To prepare students to conduct high quality research, to direct research by others, and to communicate research findings through teaching and writing.
- To prepare students for careers in academic settings or organizations that involve practical solutions to personal, social, or organizational problems.

This handbook provides detailed information about Department, College, and University policies that are pertinent to graduate training. You will find information on a range of topics, including specific PBSI training area requirements, university level doctoral degree requirements, graduate student rights and responsibilities, and roadmaps for efficiently pursuing the degree.

It is, however, unlikely that this handbook will answer every single question that might come up, and specific requirements and processes change frequently in universities as large as TAMU. The information presented in the handbook is current as of 4/29/2023. The Associate Head of Graduate Studies will provide updates about any information that may have changed since the handbook was last updated.

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GENERAL EXPECTATIONS AND RESPONSIBILITIES

Doctoral training *should* be challenging. We expect students to develop into independent scholars with the highest level of expertise in their particular training area. Students should therefore master knowledge and skills at levels beyond what might constitute an “A” in an undergraduate course. That is what a PhD signifies and requires.

Faculty and staff in our department and the university are here to help students navigate this intense graduate training process, but students must ultimately take full responsibility for their own development. **We expect students to know and meet their degree requirements, to be aware of fiscal deadlines and work with our business office to comply with state and university regulations, to responsibly perform duties in their assistantships, to show students, faculty, and staff respect, and to represent our department and university well.**

Advisor and Advisee Expectations

The advisor/advisee relationship is the core of our graduate training model. Graduate students receive individualized training in their advisor’s laboratory to develop into independent scholars in particular areas of scholarship. Because of this, each student will have different experiences in their graduate training. This is a strength because it allows for students to receive individualized training tailored to their career goals.

At the same time, there are uniform standards that all students and advisors in our programs should expect.

1. The training environment will be safe, respectful, honest, and intellectually challenging. Advisors and advisees will respect the bounds of the professional relationship and communicate clearly with one another. Diversity in backgrounds, needs, and goals will be recognized and appreciated.
2. Advisors and advisees will understand and adhere to the ethical guidelines of the University and Department (<https://orec.tamu.edu/>), as well as the professional guidelines of their discipline (e.g., APA).
3. Specific expectations, responsibilities, and work-related processes (e.g., typical working hours, absences) in each individual laboratory will be clearly communicated and congruent with university policies and the law.

Multiple Roles and Responsibilities

Graduate students in our program often hold two related, yet very distinct roles. They are students in the sense that they are enrolled in degree programs at Texas A&M University. They are also employees in the sense that they hold paid assistantships. Each of these roles come with particular responsibilities and conflicts can exist between them. As one example, certain forms of speech (e.g., political advocacy) might be perfectly acceptable in the role of a student, but problematic as an employee of the state of Texas. Students should remain cognizant of the different responsibilities/expectations that exist in their multiple roles and, when in doubt, consult with faculty and staff about appropriate conduct.

Aggie Honor Code

For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse: An Aggie does not lie, cheat, or steal or tolerate those who do. The Aggie Code of Honor is an effort to unify the aims of all Texas A&M students toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

PROGRAM REQUIREMENTS

Navigating and keeping track of all the doctoral degree plan requirements at TAMU can be a chore. Part of the reason for this difficulty is that the requirements exist at multiple levels. For example, all doctoral students are governed by universal doctoral degree requirements set by the Graduate School. These include things like preliminary examinations, doctoral degree timelines, and credit-hour requirements. Within PBSI, however, each specific training area has its own curriculum and mechanisms for meeting Graduate School doctoral degree requirements. For example, the Clinical and I/O programs require a Master's thesis in route to the PhD, while our other training areas do not.

This section of the handbook describes the doctoral degree requirements that students in our program must meet. The section is organized from the "top-down." General Graduate School requirements are described first, followed by PBSI requirements for all doctoral students, followed by specific area requirements and curriculums.

General Graduate School Requirements

Core Graduate School requirements are described below. Students should also consult Graduate School resources for additional information and full descriptions of Graduate School policies and procedures.

Graduate School "Steps-to-the-PhD" <https://grad.tamu.edu/academics/degree-completion/steps-to-doctoral-degree>
Graduate and Professional Catalog <https://catalog.tamu.edu/graduate/#text>

Credit Hours

The Graduate and Professional School requires a minimum of 96 credit hours for the doctoral degree. This total includes hours earned for research activities via PBSI 685 and PBSI 691. Full time status for doctoral students is 9 CR per semester in the Spring and Fall. Full time status in the summer for doctoral students is 6 CR.

The Graduate and Professional School requires 32 credit hours for a master's degree. **Students in the Clinical and I/O programs will therefore complete 32 credit hours for the master's degree and a minimum of 64 additional hours for the doctoral degree.**

Students who earned a master's degree from another university prior to admission into our program must complete at least 64 credit hours at TAMU for a doctoral degree. These students might exceed 64 hours, however, depending on the nature of their prior graduate coursework and whether it meets the specific expectations of the student's doctoral training area. Students entering with a master's degree should discuss these issues with their advisor, training area head, and the Associate Head for Graduate Studies upon admission.

Some degree plans may exceed the minimum number of credit hours due to specific curriculum requirements. Faculty advisors and training area heads can provide more details about these situations.

Advisory Committees

Graduate students at Texas A&M are to be guided by faculty advisory committees. Any member of the Graduate Faculty at TAMU can serve on an advisory committee. You can find a full list of graduate committee faculty [here](#).

Typically, the student's primary advisor serves as the committee chair. On special occasions, experts from outside TAMU can serve on a student's committee. Please discuss this option with the Associate Head for Graduate Studies.

Clinical and I/O students will first create an advisory committee to supervise their Master's Thesis. The M.S. advisory

committee consists of at least three faculty members, with one member selected from a department other than PBSI. The committee chair will advise the student with respect to selection of other committee members. Discussions about forming the committee should begin during the student's first year in the program.

*** *Deadline:* The Master's advisory committee must be formed by March 1st of the student's first year.**

A doctoral advisory committee will guide preliminary examination and dissertation processes. The doctoral advisory committee consists of at least 4 faculty members, with one member selected from a department other than PBSI. The committee chair will advise the student with respect to selection of other committee members. Discussions about forming the committee should begin early in the student's third semester in the program (Fall of 2nd year).

*** *Deadline:* The Doctoral advisory committee must be formed by the 8th week of the student's third semester.**

Students may request a change in the membership of their advisory committee at any time. A petition to request change of committee members may be submitted online using the Document Processing Submission System (DPSS) at: <https://ogsdpps.tamu.edu>). You can contact the Graduate Advisor if you need further assistance with this procedure.

Degree Plans

<https://grad.tamu.edu/knowledge-center/miscellaneous/review-student-degree-plans-and-petitions>

All graduate students are required to file a degree plan that corresponds to the degree they are pursuing. The degree plan is the official listing of coursework for the degree, and it is the formal declaration of a graduate advisory committee. Failure to meet the deadlines for degree plan submission will result in a "block" on the student's account. This "block" prevents students from being able to register for courses in subsequent semesters.

Clinical and I/O students will need to submit two separate degree plans during their time in the program. They will submit a Master's degree plan and a doctoral degree plan. To add the Master's degree plan, however, these students will also need to submit an MDD form to add a secondary degree, the Master's degree, to their student record.

- Clinical and I/O students must submit an MDD to add the Psychology Master's degree as a secondary degree. Once the MDD is approved, they will be able to submit a master's degree plan. Information about the MDD process can be found [here](#).
- Clinical and I/O students must submit a Master's degree plan to the Graduate School by March 1 of their first year.

All students in the program are required to have an approved doctoral degree plan on file with the Graduate School by the beginning of the fourth semester in the program (Spring of 2nd year). Because of the processing time required, all students should submit their doctoral degree plan by the 8th week of the Fall Semester in their 2nd program year. This means, of course, that Clinical and I/O students will submit a doctoral degree plan prior to the completion of the Master's degree. This is okay and required by the College of Arts and Sciences.

All degree plans are submitted using the online Document Processing Submission System (DPSS) at: <https://ogsdpps.tamu.edu>. The degree plan may be changed at any time by filing an online petition using the DPSS. **Changes in degree plans are common; they are often the rule rather than the exception.**

Steps to File a Degree Plan once a Graduate Advisory Committee is Formed:

1. Consult your area curriculum documents and discuss your plans with the chair of your advisory committee.

2. Create and submit the degree via DPSS
3. Submit the degree plan via DPSS
 - The pre-committee staff approver is the PBSI Graduate Staff Advisor.
 - The DH or intercollegiate faculty chairperson on the degree plan is the PBSI Associate Head for Graduate Studies.
4. The submitted degree plan will route for approval from Graduate Staff Advisor (pre-committee), the committee chair, all committee members, and the Associate Head for Graduate Studies.
5. Once approved, the degree plan will then forward electronically to the Graduate School for final processing and approval.
6. The Graduate School will notify you (and AHGS) by email when the degree plan has been formally approved.

Formal Master's Thesis Process (Clinical and I/O Students Only)

Clinical and I/O students must follow the Graduate School's requirements for completing a Master's Thesis. There are several steps to this process, including the submission of a research proposal approval form, applying for the degree, and successfully defending the Master's Thesis. The Graduate School sets the deadlines for all of these steps. Students must be aware of and adhere to those deadlines.

The formal steps to the Master's Thesis can be found [here](#).

Preliminary Examination for Doctoral Students

Doctoral students must pass a preliminary examination on their way to the PhD. These examinations can take different forms, depending on the training area.

Preliminary Examination for each Training Area:

- BCN: Research Proposal or Major Area Paper and Oral Defense
- CCN: Major Area Paper and Oral Defense
- Clinical: Dissertation Proposal and Oral Defense of that Proposal
- I/O: Written and Oral Comprehensive Examination
- SPP: Dissertation Proposal and Oral Defense of that Proposal

*** *Deadline:* The preliminary exam must be completed no later than the end of the semester following the completion of the formal coursework on the degree plan. Results must be received by The Graduate and Professional School 10 working days after exam date.** The report form can be found [here](#).

Formal Doctoral Dissertation Process

Doctoral students must follow the Graduate School's requirements for completing the Doctoral Dissertation. There are several steps to this process, including the submission of a research proposal form, applying for the degree, and successfully defending the dissertation. The Graduate School sets the deadlines for all of these steps. Students must be aware of and adhere to those deadlines.

The formal steps to the Dissertation and Doctoral Degree can be found [here](#).

General PBSI Requirements

Sustained Research Activity

We expect students to begin involvement in research with their primary mentor as soon as (or before) they begin graduate study. Psychological science and research training are the primary focus of our graduate program, and therefore the bulk of students' time and effort should be devoted to conducting and disseminating research. Research activity in our program includes more than the doctoral dissertation project and PBSI 691 credits. Experience in all parts of the research process, ranging from idea generation, to IRB preparation, to data collection, to data management and analysis, to the development of manuscripts and scholarly presentations, is critical.

What reasonably constitutes sustained research activity will fluctuate from semester to semester and across students. For example, the minimum research expectations for a student taking a full load of content courses, performing clinical work, and working as a Graduate Teaching Assistant will generally be less than for a student taking 1 class and being funded by a Graduate Research Assistant position. The annual advisor/advisee compacts (see below) should detail what is expected to fulfill the sustained research activity requirement each semester/year. Expectations should be reasonable in relation to other demands on students' time commitments (e.g., clinical training, coursework, etc.).

It is also important to note that meeting the expectation for sustained research activity is central to making progress towards the degree and developing broader educational and career skills. PBSI doctoral programs require a formal dissertation research project to meet Texas A&M's standards for the conferral of a doctoral degree. In order to be able to effectively complete the dissertation project, as well as other program related research projects (e.g., the first year PBSI research project), students must develop research competencies commensurate with the expectations of a doctoral degree. This requires considerable practical experience in conducting research. Sustained research activity is thus critically important for a student's ability make adequate progress towards the PhD and fulfill its research training expectations.

Course Work

Methods and Statistics. Proficiency in methodology and statistics is foundational to graduate study in psychology. **All graduate students take PBSI 607 (Experimental Psychology) and PBSI 671 (Experimental Design for Behavioral Scientists) during their first year in the program and must earn a grade of B or better in both courses.**

Breadth Courses. **All students are required to take two graduate Psychology courses (6 credit hours) outside their specific training area.** The purpose of this requirement is to ensure that students acquire breadth of knowledge in psychology beyond their specialty area. Graduate level survey courses and specialty seminars (e.g., PBSI 689) offered by faculty outside the student's training area can be used to satisfy this departmental requirement. In addition, students can petition their training area to permit them to substitute one graduate course taught outside of PBSI to count towards the breadth requirement. This option must be approved by the primary advisor and training area. All breadth courses must be completed with a grade of B or higher.

Area Specific Course Requirements. In addition to the general course requirements noted above, each training area has its own list of required courses that must be completed. These area specific curricula are designed to ensure that students acquire the depth of knowledge in their particular training area that would be expected from someone holding a doctoral degree in that area. Details about each area's curriculum requirements can be found in each training area's specific handbook.

First Year Graduate Student Seminar

A first-year professional development seminar (PBSI 691) is required for all first-year graduate students. This series provides initial training in teaching introductory psychology (PBSI 107) and laboratory courses in statistics (PBSI 301) and experimental psychology (PBSI 302). These trainings are required by Texas law for all graduate teaching assistants. We require students in our program, regardless of whether they currently possess a graduate teaching assistantship, to complete the training during their first semester. Other topics in the seminar include professional ethics in research, IRB policies and compliance, grant writing for NIH-NRSA and NSF fellowships, and exposure to PBSI graduate student policies and procedures.

First Year Research Project

We expect graduate students to work closely on research projects with faculty and other graduate students. To facilitate this research involvement for new students, first-year students are required to carry out a first-year research project with their advisor. This research project typically represents a collaboration between students and faculty, but does not need to be an independent project designed by students. The nature of the project is determined through consultation with the primary advisor, and students should plan to initiate a discussion of this requirement with their advisors early in their first semester.

Second Year Poster Presentation

Students must present the results of their first-year research project in an annual poster session held during their second year in the program. The poster session provides a forum for students to demonstrate what they have done and learned during their first year of training. All posters are evaluated by a group of PBSI faculty and awards are given to the highest rated presentations. Details about this event are provided in the First Year Graduate Student Seminar.

Specific Training Area Curricula Requirements

Each area also has a number of specific requirements. These requirements can be found in the specific training area documents.

- [BCN Documents](#)
- [CCN Documents](#)
- [Clinical Documents](#)
- [I/O Documents](#)
- [SPP Documents](#)

PBSI Doctoral Program Recommended Timeline and Checklist

Below is a chronological list of university and PBSI steps towards the doctoral degree. Please keep in mind that policies do change and, while we do our best to update this handbook regularly, updates to the handbook can lag behind the adoption of new university guidelines. Check with the AHGS and the Graduate and Professional School to ensure that all the steps described are up-to-date.

* Additional information about specific area requirements, such as required courses, are provided in specific training area documents.

Year 1 Steps

What to do	When/Deadline	Notes
TAI and Department TA Training	TAI training posts its dates ahead of the fall semester. The department TA training occurs in the PBSI first-year student seminar.	The AHGS will communicate the training dates (typically, the TAI occurs prior to the start of the academic term).
Clinical and I/O Students must submit an MDD petition to add a master's degree as a secondary degree. These forms are submitted through DPSS .	November 1	Approved by graduate staff advisor, AHGS, and the graduate and professional school
Complete PBSI 1 st Year Graduate Student Seminar	During 1 st semester	The AHGS will communicate meeting times and lead this seminar.
Clinical and I/O Students must form a Master's advisory committee and submit a Master's Degree Plan through DPSS.	March 1	Approved by graduate staff advisor (pre-committee), advisory committee, AHGS, and the graduate and professional school.
First year students. Complete first year research project	End of first program year.	Consult with primary advisor and adhere to training area guidelines.
Complete required course work.	---	Students must be enrolled in graduate courses full time during academic year. Consult area specific curriculum documents for required courses.

Year 2 Steps

Note. Steps to the MA degree for Clinical and I/O students are sketched out for completion in two years. This is not a hard department deadline - though it does reflect the optimal timeline to strive towards. Please consult your training area and primary advisor for details about the hard deadlines regarding completion of the MA.

What to do	When/Deadline	Notes
All 2nd Year Students must present their first year projects at the PBSI 2 nd Year Student Research Celebration	The AHGS will announce the date of the research celebration several months prior to the event. It will typically be held early in the Fall semester.	Posters will be evaluated by the PBSI Graduate Studies committee. Top ranked presenters will receive monetary awards that can be used for research and research-related travel.
All 2nd Year Students must form a doctoral advisory committee and submit a doctoral degree plan through DPSS	End of Week 8 of the Fall semester (of second year)	Discuss this early with your primary advisor. Approved by graduate staff advisor (pre-committee), advisory committee, AHGS, and the graduate and professional school.
Clinical and I/O Students should identify and follow posted graduate school deadlines for successfully completing the Master's degree for a spring or summer graduation.	We recommend doing this early in the Fall semester; consult with your primary advisor and training area.	https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines
Clinical and I/O Students check to make sure that the Master's degree plan and advisory committee are up-to-date and that course work is complete	Beginning of Spring Semester	The Graduate Staff Advisor can help with this.
Clinical and I/O Students can submit their thesis research proposal and approval form to the Graduate school.	No later than 20 days prior to submitting the announcement of final defense exam; last day to submit these is typically in early February.	Approved by AHGS, Research Compliance and Biosafety, and the Graduate School. https://grad.tamu.edu/knowledge-center/forms/research-proposal-approval-form
Clinical and I/O Students can apply for Master's graduation if they are able.	Typically mid-February deadline to avoid a late fee, but students should plan to do this at the start of the spring semester for a May graduation.	The Graduate Staff Advisor can help with this.
Clinical and I/O Students can submit the Request for Final Examination to the Graduate School	At least 10 days before the final exam (thesis defense) date; last day to submit is typically late February for a May graduation.	Approved by Advisory Committee and AHGS
Clinical and I/O Students can defend their thesis, submit the final defense report to the Graduate School, and upload a final copy of the thesis	Typically, the report is due in early March for a May graduation. Check the posted Graduate School Deadlines.	https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines
All students should continue completing required course work.	-----	Consult area specific curriculum documents for required courses.

Year 3 through Graduation

What to do	When/Deadline	Notes
Complete required course work detailed on the approved doctoral degree plan.	Prior to doctoral preliminary exam.	
Complete Preliminary Examination and Submit Checklist and the Report of the Preliminary Exam . [Preliminary exams are area specific; check with your advisor and/or training area curriculum document to determine what constitutes your preliminary exam]	The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan. Results must be received by the Graduate School 10 working days after exam date.	Approved by the Advisory Committee, AHGS, and Graduate and Professional School
Submit research proposal for dissertation and the Research Proposal Approval Form to the Office of Graduate and Professional Studies.	At least 20 working days prior to submission of the Request and Announcement of Final Examination.	Approved by the Advisory committee, AHGS, Research Compliance and Biosafety, Graduate and Professional School
Apply for a degree online at the Howdy portal ; pay graduation fee.	During the first week of the final semester; pay graduation fee after graduate application is submitted; See The Graduate and Professional School calendar for deadlines.	Approved by the Graduate and Professional School
Submit Request and Announcement of Final Examination to hold and announce final examination.	Must be received by the Graduate and Professional School at least 10 working days before final exam date; see the Graduate and Professional School calendar for deadlines.	Approved by the Advisory committee, AHGS, Graduate and Professional School
Successfully complete the final examination and submit the report of final examination to the Graduate School.	The Report of the Final Examination form should be submitted to the Graduate and Professional School within 10 days following the exam by the department.	Approved by the Advisory committee, AHGS, and Graduate and Professional School
Upload one approved final copy of the dissertation as a single pdf file to etd.tamu.edu and submit the fully signed Dissertation/Record of Study Approval Form to the Graduate and Professional School.	See the Graduate and Professional School calendar for deadlines .	Approved by the Advisory committee, AHGS, and Graduate and Professional School

PBSI POLICIES AND PROCEDURES

This section provides descriptions of policies and procedures that are central to graduate training in PBSI and commonly used to guide responses to issues that our students might face.

Advisor/Advisee Compacts

Near the beginning of each academic year (Fall semester), the advisor and the advisee will meet to discuss general expectations and plans for the year. The primary goal of this process is to increase communication between advisors and advisees regarding student development, progress, and training expectations. These should be documented in an [Advisor/Advisee Compact Form](#) that both the advisor and advisee have access to. The compact is not a contract. This means that as expectations, goals, and responsibilities change – so too can the compact form. The purpose of the compact form is to have a record of what has been communicated in the advisor/advisee relationship so that misunderstandings and ambiguity can be reduced. The compact process and document is required.

Student Evaluation Process

Regular Annual Evaluations. Each training area monitors student progress via a regular review process. The purpose of this process is to help students identify areas of strength and improve areas of weakness. We strongly encourage students to discuss the evaluation process with their faculty advisor and/or training area as early as

possible. All students will receive a formal summary evaluation document at least once per training year. The summary evaluation provides evaluative feedback and concrete developmental objectives. Specific expectations and evaluations will be tailored to each individual student's needs and training program. The evaluations should also be tied to agreements laid out in the advisor/advisee compact, which are also completed/updated annually. At minimum, students will be evaluated on central dimensions of their student and assistantship (employee) roles, including (but not limited to):

- (a) Performance in courses
- (b) Progress towards the degree in terms of milestones (e.g., first-year projects, preliminary examinations, etc.)
- (c) Sustained research activity (e.g., research engagement, productivity, etc.)
- (d) Career development
- (e) Performance in graduate assistantship duties
- (f) Performance in practicum training and professional internships (if applicable)
- (g) Other topics articulated in the advisor/advisee compact and/or training area curriculum document

Targeted Evaluation Letters. Students may also receive targeted evaluation letters at any point in their training, as needed. These evaluations will typically be prompted by concerns that warrant immediate attention. The intent is to provide timely feedback on performance issues that, if left unaddressed, could lead to changes in program standing (including recommendations for dismissal). This process should not be prompted by relatively minor concerns (e.g., a single instance of not meeting a research expectation); it is meant to address significant emerging issues. These might include (but are not limited to):

- (a) Consistent lack of engagement with research as expected per the department sustained research activity expectation, the working hours policy, objectives of research courses (e.g., PBSI 691), program-related research milestones (e.g., first year project, dissertation), and/or expected research activities specified in the annual Advisor/Advisee Compact
- (b) Missing a degree milestone (e.g., first-year project, preliminary examination, etc.) deadline for the program and/or training area
- (c) Patterns of poor performance, ongoing challenges, and/or lack of responsiveness to informal corrective feedback in a graduate assistantship role
- (d) Poor performance in coursework (e.g., earning a "C" or lower in a course)
- (e) Other topics articulated in the advisor/advisee compact and/or training area curriculum document

The letters should not be a surprise to the student. It is expected that the advisor and advisee will have already had informal discussions about the issue before the situation required a formal evaluation letter. Advisors should not file a letter without first discussing the issue with the student, and they should indicate in their letter that they have had this discussion.

Targeted evaluation letters must include a clear description of the problem/concern, a summary of any informal feedback provided to the student about the issue prior to the targeted evaluation letter, and a clear professional growth plan (e.g., complete the preliminary examination by a specific date) to address the deficiency. The letter will be sent to the student and the AHGS.

Students are, of course, entitled to contest all evaluations through standard processes in the department (e.g., a grievance procedure) and university (<https://grad.tamu.edu/knowledge-center/policies-process/what-is-the-process-for-holding-a-graduate-academic-appeals-panel>).

Dismissal from the Program. Students cannot be dismissed from a laboratory or training program without cause. The evaluation process described above sets parameters for determining cause and governs decisions to dismiss based on scholastic deficiency. With only a few exceptions (see below), recommendations for dismissal cannot proceed unless a student has received a formal evaluation letter documenting a concrete plan for addressing an area of concern and has been given a reasonable opportunity to comply with that plan. Scholastic deficiency is established when a student fails to adequately adhere to the professional growth plan documented in an evaluation letter.

This evaluation and dismissal process is grounded in University rules regarding scholastic deficiency for degree-seeking graduate students (Student Rule 12.3). Of note, this rule states that a degree-seeking graduate student is considered to be scholastically deficient if:

- Either the student's cumulative GPA or the GPA for courses listed on the degree plan falls below 3.00 or below a higher standard set by the program, department or college of affiliation; or
- The student fails to show acceptable proficiency in such other requisites for the degree as may be assigned by the graduate advisory committee, program, department or the Graduate and Professional School (e.g., qualifying and preliminary examinations, research, writing or a thesis or dissertation, etc.).

This is the typical process leading to a recommendation for dismissal from a PBSI program.

1. The advisor will provide informal feedback to the student that they are not showing acceptable proficiency in requisites for the degree (e.g., research requirements, course work, degree milestones, etc.) and provide plans for improvement.
2. If the informal feedback does not lead to a positive change, the advisor will provide an evaluation letter documenting the concern(s), with specific plans for growth and improvement in the areas identified, to the student and the AHGS. The letter should come in the form of a formal memo on university letterhead and indicate that informal feedback has been provided to the student (preferably with documentation of that feedback).
3. The AHGS and/or DH will meet with the student to discuss the situation, explain the program implications of the letter, and provide information about department and university procedures/resources.
4. The advisor and training area will monitor student progress in the program and evaluate whether the student has remediated as required by the specified date laid out in the evaluation letter.
5. An evaluation letter reporting whether the student has addressed the professional growth plan will be sent to the student and the AHGS after the student has had a reasonable opportunity to address the concern.
 - a. Successfully addressing the professional growth plan will keep the student in good standing in the program.
 - b. Failure to fulfill the requirements laid out in the professional growth plan will place the student in poor standing (i.e., the student is scholastically deficient) and could lead to a loss of funding and/or a recommendation for dismissal from the program (See Student Rule 12.5). Funding decisions are determined by the DH.

The following can be grounds for a recommendation of dismissal upon first offense in accordance with multiple university rules (e.g., Aggie Honor System Office).

1. Academic Misconduct (<https://aggiehonor.tamu.edu/rules-and-procedures/rules/honor-system-rules/#Definitions>), including rules set forth per Student Rule 20 and claiming A.I. generated content as one's own. A.I. use must follow the guidelines of the American Psychological Association (<https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>)
2. Violations of professional ethics codes (e.g., violation of FERPA law; engaging in research without necessary institutional approvals; violation of clinical ethics codes in practice).
3. Falling below a 3.0 cumulative GPA at any point after the 1st program year.
4. Title IX violations and/or harassment.

Recommendations for dismissal will be sent by the advisor to the AHGS and the DH. The DH, in consultation with the AHGS, will review the recommendation, along with the student's record, and subsequently schedule a meeting with the advisor and student to discuss the situation. Decisions to dismiss will initiate standard graduate school processes for dismissal. Students will have access to all the resources they need to navigate that process, including standard university appeals processes (<https://grad.tamu.edu/knowledge-center/policies-process/what-is-the-process-for-holding-a-graduate-academic-appeals-panel>).

**In addition, a student can petition to remain in the program under a different primary advisor if that advisor agrees to serve in that role. A clear case for how such a change will facilitate student progress and how the student will address their scholastic deficiency must be part of this petition. All petitions of this sort will be reviewed by the DH.

Changing Advisors and/or Training Areas While in Good Standing.

Students in our programs work under a primary advisor in an apprenticeship model. Faculty advisors make decisions about who they will advise, which in most cases occurs at admissions (i.e., students are selected to the department based on an expectation of a match between student and faculty member(s)). Sometimes, throughout the course of training, it can become clear that the student-advisor fit is poor or that a student's goals no longer align with the training opportunities that a particular lab/advisor can provide. These are not situations in which performance/standing is a concern, and may merely reflect an incompatibility between a student's goals and the opportunities afforded in their primary training environment. In these situations, students and advisors are expected to discuss viable options for addressing the mismatch. Students are, for example, able to explore the possibility of switching to another primary advisor¹. The possibility of such a switch is dependent on another faculty advisor agreeing to serve in that role. If an advisor switch is feasible, the switch should occur between academic semesters and the current advisor should be given advance notice that a switch is imminent so that they can plan accordingly. If no alternative primary advisor emerges, the student will need to continue training under their current advisor and fulfilling program requirements in that laboratory². The student should consult with the AHGS and/or DH about navigating these situations.

Working Hours Policy

Graduate students must balance their many demands and responsibilities. These can include, but are not limited to, the following expectations within the university: GAR/GAT assignment, classes, clinical work, thesis/dissertation research, service to the program/department/field. Students are balancing these many demands and responsibilities with those they experience in their home life. This document reflects both the realities and regulations of the responsibilities that students have, as well as their inherent human needs for rest, recovery, and connection.

The Working Hours policy document spells out the number of hours of lab work that can be required of a student, according to their position (e.g., as a GAR) and enrollment in a research course (i.e., 691). The departmental

¹ Switching advisors will not affect a student's access to assistantship funding if they are currently in good standing in the program, although the nature of the funding might change (e.g., GAR to GAT). It may also be the case that an advisor change introduces a need to switch to a different training area. The AHGS will facilitate this sort of transition, as it may require a formal "Change of Major" application and updates to degree plans on file with the Graduate School. Any change in training area will also require a vote of admission from all faculty in the new training area. Students not in good standing (e.g., those in probationary status) in their current training area will not be considered for transfer to another concentration, except in rare circumstances handled by the Department Head in consultation with the affected programs, student, and advisor.

² Note that this process only pertains to situations of poor professional fit between advisors/advisees. It does not pertain to situations that involve grievance procedures.

requirement for sustained research activity (described above) is a programmatic requirement that overlaps to some degree, but not completely, with the Working Hours policy. In other words, to make progress toward the doctoral degree, sustained research activity is expected, regardless of the maximum number of lab work/research hours that can be required of a student as stipulated by the Working Hours policy. As an example, a clinical first-year student may not be enrolled in any research courses (because of heavy curriculum demands on their time/schedule) and might be funded as a Graduate Teaching Assistant. In this scenario, the Working Hours policy would indicate that no research hours would be required of the student. Nonetheless, as part of their doctoral training, the student would still be expected to show evidence of a reasonable amount of sustained research activity in the first year of the program (as would be expected of the sustained research activity *and* first year research project requirements).

It is important to recognize that a mentor-mentee relationship works best when students and faculty are 'on the same team'. Good communication is essential. Therefore, while this document lays out a general working hours policy for graduate students, it does so for the purpose of setting reasonable standards and *enhancing* clarity and communication between the advisor and the mentee. **This document is meant to help facilitate, not replace, communication between the advisor and the mentee.** While it is up to the faculty member to set the parameters of the working arrangement, it is the responsibility of the student to ask questions and seek clarification when needed. In the case that it appears that a student is being *required* to work more hours than outlined below, the student should bring this to the attention of their advisor. Both parties should give each other the benefit of the doubt, rather than immediately assume that there has been a deliberate attempt to go outside of the working hours policy. In the case that the situation cannot be resolved between mentor and mentee, other procedures to help facilitate communication and resolve the issue are available.

It is also important to keep in mind that different rules at the university are related to different roles of the student as a student and as an employee (e.g., student rules for academic work, employee rules for employment work). Note that this is complicated because it is often difficult for students, faculty, and staff to differentiate between the two (e.g., a student is a GAR on a project that is also going to be used in their dissertation). An obvious complication is that working time is not the same as meeting goals. Simply putting in hours does not guarantee the completion of all degree objectives or directly translate into the mastery of the skills emphasized in our training programs. Standing in the program is determined by a students' completion of required work expectations in their assigned roles *and* their successful completion of academic program requirements. It is both the quantity and quality of the work that matters.

Additionally, both faculty and students should recognize that students have agency in choosing to work beyond the hours required. Just as faculty often spend more time in their teaching, research, or service roles as defined by their appointments, so too can students devote more time to research, teaching, and service in pursuit of their career goals. **Building a competitive research portfolio typically requires a level of effort above and beyond the minimum.** It is this point that makes any sort of working hour policy tenuous. On the one hand, there are maximum hours that faculty can require students to work in their assigned positions. On the other hand, the job market is competitive and faculty also want to provide opportunities (e.g., additional research opportunities, potential publications, etc.) for career development that introduce additional demands on a student's time. Faculty present these opportunities to students in the spirit of helping them develop research skills and build records that will make them competitive for high level research careers. In many cases, the amount of effort involved in these opportunities will exceed minimum time commitments required of students' assignments. Students make their own choices about the potential benefits that these additional effort expenditures will have for their career prospects, but should recognize that minimum effort will be unlikely to produce especially attractive career outcomes. **These guidelines therefore do not set caps on what students are allowed to do, nor what opportunities faculty can provide and students can seize. Rather, the guidelines put concrete limits on what students can be *required* to do to fulfill their assistantship or research course objectives.**

I. Guidelines for Work Time Requirements

- (1) Contact time for assistantship work and research courses are required to be fulfilled as averaged over a reasonable time period. A reasonable time period could be two weeks, three weeks, or one month. The goal is to allow flexibility for students and research lab needs while also ensuring that work is completed. **It is the responsibility of the faculty member overseeing the student work to clearly establish standards for what is considered a reasonable time period, and to communicate this to the student.**
- (2) Employment assignments (e.g., GAR or GAT) are made with an explicit statement of the expected working hours per week. Three common arrangements are: 20-hour GAR, 20-hour GAT, and 10-hour GAT + 10-hour GAR. **Faculty cannot require students to exceed the expected weekly working hours as averaged over their established reasonable time period. This cap is an official university policy.**
 - (a) Acceptable Example: The student is assigned to a 20-hour GAT. In weeks when papers are due (e.g., 5 times in a semester, so about every third week), the student works 30 GAT hours per week and in the other weeks the student works about 15 GAT hours per week. This averages out to about 20-hours per week over the course of the assignment.
 - (b) Acceptable Example: The student is assigned to a 20-hour GAR. The student and faculty look at the participant schedule for the month and realize that two weeks are incredibly busy and two weeks are not. The student might work on the GAR for 30 hours for two weeks and 10 hours for two weeks. This averages out to 20-hours per week across that time period.
 - (c) Unacceptable Example: The student is assigned to a 20-hour GAR. The faculty *requires* the student to devote 20 GAR hours per week running experimental sessions and additional hours writing manuscripts for publication. In this scenario, the *required* working time exceeds the 20-hour cap on required work for the GAR.
- (3) Research and Thesis courses (e.g., 685, 691) require a minimum of 3 hours per week per credit, averaged across a reasonable time period. Time devoted to thesis/dissertation work, when relevant, is prioritized in these hours. This is an established minimum amount of work per credit hour in our department. However, it's important to recognize that some students may need to work more hours to complete their goals in the research/thesis course. Working the minimum hours does not guarantee successful completion of goals and/or program objectives (e.g., dissertation). The exact amount of work time in these courses thus varies depending on a student's goals, but ordinarily should not fall outside the limits of 3-5 hours per week per credit hour.
- (4) Writing time is part of research time, both for course credit as part of PBSI 685/691 and/or as part of the required work in a GAR position. Of course, writing is critically important for students who wish to build a strong record of scholarship and exceeding the minimum working time requirements might be necessary to complete a sufficient number of manuscripts to be competitive on the post-doc/job market.

II. Guidelines for Time Off

- (1) No one should be required to work every single day, and time away from the university setting should not be based on when someone can fit it in. Time away should be predictable to a large extent. In many circumstances, the usual working hours will reflect the university's usual working hours (i.e., M-F 8-5 pm). However, this might not be possible in all situations. For example, some laboratories require data collection to occur in the evening and/or on the weekends, and some classes might meet after 5 PM. **Faculty supervising students in assistantships and/or in research courses must provide students with a general expectation for regular working hours that includes predictable days away from the university and aligns with the required work time guidelines described above. Regular working hours will be determined by the needs of the lab, as identified by the faculty supervising the student.**

- (2) Faculty should establish processes for students to take time away from their work responsibilities for illness, appointments, and other infrequent events that require time away from work. This process should be communicated to students explicitly and can include plans for making up missed time when appropriate/possible.
- (3) Faculty should not require students to respond to emails/calls/texts outside of established working hours. Students should not expect faculty to respond to emails/calls/texts outside of established working hours. There are, of course, exceptions to this general guideline. Emergency situations (e.g., power outages, illness) may require immediate attention/response. Students and faculty should together establish how to communicate emergency situations. Furthermore, some forms of communication (like email) are “passive.” Communicating via these means does not imply immediate response and should not be taken as an intrusion into out-of-work hours.
- (4) Students should be able to take time away from their work responsibilities (e.g., to visit family out of state). Note that, like faculty, much of this time should be taken during intersessions (e.g., the period after December finals and before Spring semester). Time off across multiple days should be infrequent during active academic semesters, rarely exceeding 1 instance per academic semester for non-professional travel. Summers may provide more flexible arrangements, but it is ultimately up to the faculty to set expectations regarding time away from work for non-professional activities. It is also reasonable for faculty to expect that some working hours missed will be made up later.

Leaves of Absence

Students who have personal difficulties that prevent them from participating in the program for a given period of time may request a leave of absence. In most cases, a leave of absence is granted for no more than one year. To obtain a leave of absence, the student must write a letter of petition to their training area head. Upon approval of the area, the request is forwarded to the AHGS and DH, and then to the Graduate School. **Leaves of absence can lead to termination from the university as an employee because the student will no longer be working in an assistantship. There are implications for employee benefits (e.g., student insurance).** Students exploring a leave of absence should consult with their advisors and the AHGS so that they are aware of these implications.

Grievance Procedures

All members of the University community are expected to observe high standards of professional conduct and ethical behavior in education and in the supervision of student research and teaching. In a large heterogeneous scholarly community, however, problems may arise. Below are two resolution approaches. Students can consult with their advisors, their area heads, the AHGS, other faculty, and the DH within the department when thinking about the need for a grievance. **In all circumstances, the department will protect the student from any form of retaliation for voicing concerns or initiating a grievance.**

Informal Grievance Procedures: The department strongly encourages all students who believe they have a grievance to pursue informal resolution before initiating a formal grievance. If deemed reasonable by the grievant, a student in Psychological and Brain Sciences is encouraged to discuss the issue with the faculty or staff member with whom the problem has arisen. If a satisfactory solution is not forthcoming or if a discussion with the other party is not reasonable given the situation, the student should use all appropriate avenues, including, but not limited to, discussing the issue with his or her advisor, his or her Area Director, the graduate student representatives to the areas, the AHGS, the Associate Head, or Head of the department, who shall attempt to find a resolution acceptable to all parties. The student may also consult with Graduate Studies, Undergraduate Studies, the International Affairs Center, or other sources.

Formal Grievance Procedures: Students can initiate formal grievances and appeals through the Office of Graduate and Professional Studies. This should typically start by consulting with the Graduate School Ombuds Officer (<https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution>). The Ombuds Officer for Graduate Education (<https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services>) represents a valuable resource for questions regarding grievances and appeals. The ombudsperson advocates for the processes of graduate education and provides equal, open access to all parties - students, faculty, staff, and administrators. The range of issues that can be brought to the attention of ombudspersons is not limited to sexual harassment. They can be approached with any complaint and concern ranging from issues related to actions taken by the Chair, through students concerns about their relations with their faculty mentors. Issues of academic integrity and ethics can also be discussed with the ombuds officers before they become formal complaints.

Professional Conduct Policies

- [APA Code of Conduct](#)
- [Texas A&M University Policies](#)
- [Texas A&M Student Rules](#)

Title IX and Harassment

<https://law.tamu.edu/current-students/student-affairs/title-ix>

Title IX of the Education Amendment of 1972 prohibits discrimination on the basis of sex in educational programs and activities at federally funded institutions. Title IX protects students, faculty, staff, and visitors to our campus from all forms of sex discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination and is prohibited under Title IX. Unwelcome sexual advances, requests for sexual favors, and other verbal, and nonverbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that it affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work or educational environment.

The Department Psychological and Brain Sciences will not tolerate sexual harassment by any person associated with the department directed at any member of our community, be it faculty, students, or staff members. Formal complaints alleging sexual harassment will be investigated and adjudicated through the disciplinary mechanisms provided by the department and the university.

In addition, as psychologists, we are expected to understand and appreciate diversity and individual differences. Indeed, this is one of the criteria that are considered in accreditation of doctoral programs in clinical psychology and part of the ethics code of the American Psychological Association. Therefore, the Department of Psychological and Brain Sciences will not tolerate harassment of or discrimination against any individual because of their age, gender, sexual orientation, disability, language, or socioeconomic status by any person who is acting in a role assigned by the department.

Dual Roles and Consensual Relationships

A dual role is a conflict of interest that exists when people simultaneously are involved in a personal or romantic relationship and also a professional relationship in which one party directly or indirectly supervises, directs, or evaluates the professional and/or educational activities of the other. The APA code of ethics specifically prohibits these "multiple relationships" (<https://www.apa.org/ethics/code>).

Texas A&M University prohibits certain kinds of consensual amorous, romantic, and/or sexual relationships. The

prohibition below is relevant to graduate students in all assistantship positions (employees).

A system university employee is prohibited from pursuing or having a consensual relationship with an undergraduate student at that institution. A consensual relationship in violation of this section may result in disciplinary action against the member employee, up to and including dismissal. An employee may request an exemption from the prohibition set forth in this section from the president or designee of the member for whom the employee works. Exemptions may be granted only in exceptional circumstances. Documentation of an exemption will be signed by the president or designee and placed in the employee's personnel file.

In addition,

Unless alternative arrangements are approved under Sections 4.1 and 4.2, a consensual relationship is prohibited between a member employee and another individual (graduate student, staff, faculty, or third party) who is under the employee's authority or supervision. An individual is under an employee's "authority or supervision" if the employee has one of the following: authority over any term or condition of the other individual's employment or academic status; job duties making the employee directly or indirectly responsible for the other individual's hiring, supervising, evaluating, teaching, coaching, grading, advising, mentoring, or providing benefits to or obtaining benefits from the other individual, including employment. This prohibition applies whether the other individual is an employee, student or third party.

4.1 For a consensual relationship covered by this section, the employee with the hiring, supervisory, evaluative, teaching, coaching, grading or advisory responsibilities, or the employee providing benefits to or obtaining benefits from the third party, must promptly notify their immediate supervisor of the relationship and engage in a discussion of alternative arrangements for hiring, supervising, evaluating, teaching, coaching, grading, advising, mentoring, or providing benefits to or obtaining benefits from the other individual. An employee's failure to promptly self-report a consensual relationship under this section or a consensual relationship under this section that is not remedied through approved alternative arrangements may result in disciplinary action up to and including dismissal.

4.2 Documentation of the alternative arrangements will be signed by each affected employee and placed in their personnel file. The individual's immediate supervisor must ensure that the issue is promptly reported in writing to the member chief executive officer. The member retains the right to determine if alternative arrangements are possible and, if so, which arrangement(s) is selected.

GRADUATE STUDENT FUNDING

Educational expenses for nine months will vary according to your personal needs and course of study. Scholarships & Financial Aid provides an estimated budget for new graduate students (including tuition and fees, books, supplies, transportation, room and board, incidental and living expenses). The latest cost of attendance estimates can be found [here](#).

Students in our program are funded through a variety of different mechanisms, ranging from internal fellowships (e.g., College Merit Fellowships) to external fellowships (e.g., NSF graduate fellowships) to teaching and research assistantships.

Graduate Assistantships

The majority of our students will be employed as a Graduate Assistant. These positions provide the stipend and

tuition/fees waivers that are central to graduate student funding. Initial offer letters to graduate students contain information about the financial support from the department, including the type of support and the number of years the support is available. After the first year, all students will receive letters indicating the type of assistantship they are being offered for subsequent semester funding. These letters will come from the Graduate Staff Advisor. Decisions about which assistantships are offered are determined by funding availability, departmental need, student/faculty preference, and performance history. The DH and the Associate Head make the final decisions regarding student funding mechanisms.

Graduate students holding assistantships must be registered for a minimum of nine credit hours during a fall or spring semester, or for six credit hours during the summer. Assistantships terminate upon failure to maintain the minimum enrollment requirement. Students serving in these roles are eligible for insurance benefits and cover tuition and fees at the in-state rate. Graduate Assistants cannot be employed greater than 20 hours per week (50% FTE) by anyone without approval from the PBSI DH, the student's advisory committee chair, and the Office of Graduate and Professional Studies. **The work required in any assistantship should never exceed 20 hours per week on average.**

If the University pays you, you are an employee of the State of Texas. You are bound by state law and university business and ethics policies. All state employees are required to complete Human Resources trainings. A listing of required training courses can be found in the TrainTraq portal [here](#).

Should any problems or difficulties arise in carrying out an assistantship, the student should consult with his or her assistantship supervisor (e.g. course instructor, research supervisor, etc.). Acceptance of an assistantship implies a professional commitment, and assistantship duties must be carried out regardless of demands of coursework and other educational or personal responsibilities. Should a problem arise such that the student is unable to complete these duties, he or she should notify his or her advisor and the Graduate Advisor as quickly as possible, and then should make every effort to continue in that assistantship until a replacement can be arranged. **In these ways, the assistantship is like all other types of employment that involve pay, benefits, etc.**

Common Graduate Assistantship Policies

- Graduate Assistants are employees of the State of Texas bound by state law and University Employee policies.
- Graduate Assistants must be enrolled full time in courses to work in an assistantship.
- All state employees are required to complete Human Resources trainings. A list of required training courses can always be found in the TrainTraq portal [here](#).
- Vacations consist of university holidays, not academic breaks. This means that students may have to perform job duties on days when the university is open, but classes are not in session (e.g. reading days which typically occur around holidays and exams). You should check the university academic calendar for official university holidays.

Graduate Assistant Teaching (GAT)

Teaching Assistantships in the Department of Psychological and Brain Sciences take different forms. Some GATs involve assisting a professor in a course that they teach; some GATs involve teaching a laboratory section of an undergraduate course (e.g., PBSI 301 and/or PBSI 302); some GATs involve teaching an actual course. The GAT funds a student's stipend, their tuition and fees up to 9 credit hours per semester (6 hours in summer), and their employee benefits (e.g., health insurance costs).

Graduate Assistant Research (GAR)

Research Assistants are paid to complete research under a specific Principle Investigator (PI). The PI typically is the student's faculty advisor, but may be another faculty member. Research assistantships typically involve assisting a

faculty member with their research. The PI, in this case, has secured funding for the graduate student to be involved in the research and the graduate student is employed to be an assistant on the project(s). The GAR funds a student's stipend, their tuition and fees up to 9 credit hours per semester (6 hours in summer), and their employee benefits (e.g., health insurance costs).

Graduate Assistant Non-Teaching (GANT)

Non-Teaching Assistants typically work 20 hours per week completing various non-teaching duties within the department. This designation is rare in PBSI, but funds a student's stipend, their tuition and fees up to 9 credit hours per semester (6 hours in summer), and their employee benefits (e.g., health insurance costs).

Payroll

Processing payroll paperwork takes time, especially at the beginning of a semester when hundreds of new employees are being added. Your new employee paperwork must be processed by the deadlines that our business office provides each semester. Like all TAMU employees, Graduate Assistants are paid for work already performed. Students with a nine-month appointment that starts on 9/1 will therefore receive their first paycheck for that appointment at the beginning of October. The business office HR coordinator can always provide details about when students will be paid.

Health Insurance

All students holding graduate assistantships will be eligible for health insurance beginning 60-days after employment. The university will cover a portion of the monthly premium, with the employee being responsible for the remaining amount. Students who begin receiving health insurance before the 60-day waiting period will be responsible for the entire monthly premium until the waiting period ends. The business office HR coordinator can provide details and information about all things related to student health insurance. Please remember, though, that graduate student health insurance coverage is connected to employment as a graduate assistant.

Other Funding Opportunities

We encourage students to explore other funding opportunities that they might be eligible for. In particular both [NSF](#) and [NIH](#) offer competitive and prestigious predoctoral fellowships that fund students during graduate training. The process of applying for these can be an incredibly valuable training experience that looks particularly attractive on the CV. All students should discuss these mechanisms with their primary advisor and/or faculty in the department.

[The Office of Graduate and Professional Studies](#) also maintains a detailed list of TAMU and external funding opportunities for new and current graduate students including information on fellowships, scholarships, financial aid, and awards. Texas A&M University administers several loan funds for students who need financial assistance. Students must meet the eligibility requirements of the various programs, be in good standing with the University, and be making satisfactory academic progress. Holding a fellowship or assistantship does not necessarily disqualify one from obtaining an educational loan. Changing fellowships or assistantships, however, may affect the terms of existing loans. It is the responsibility of the student to work with the Financial Aid Office in these circumstances. Information concerning student financial aid programs may be found [here](#).

Graduate Student Travel and Research Support Funds

There are a number of support mechanisms for graduate student research and travel. Listed below are sources of financial support for which you may apply. If you are eligible, it is strongly recommended that you apply well before the cut-off date so that you will be eligible for available funding. The funds that support these mechanisms often

come from finite pools. Funding opportunities will be announced throughout the year via emails posted through Graduate Student Listserv.

PBSI Graduate Student Travel Awards

The PBSI Graduate Student Travel Fund was developed to assist students in the dissemination of their work at professional conferences. Students who are in good standing in a PBSI PhD program may apply. To be eligible, students must be scheduled to be a presenter (e.g., talk, a poster) at a National or International conference in their academic area. Funds are not available for local or regional meetings, but are available for virtual conferences. The amount of funding that a student can receive is determined by several factors, including scholarly productivity and accomplishment. Possible funding amounts are spelled out clearly each year in the annual application form. The AHGS will email students the form at the beginning of each fiscal year (~September). Students can apply for these funds once each fiscal year that they are in the program.

PBSI Professional Development Awards

The Department of Psychological and Brain Sciences receives funds from the College of Liberal Arts to support strategic programs for graduate students. The bulk of these funds are used to support professional development opportunities for students. These can include, but are not limited to, attending short courses during the summer or between long semesters at another institution (e.g., ICPSR Summer Methods Program), intensive language courses to develop research skills, and other similar activities. Dissertation related research travel and travel to conferences to present papers cannot be supported with these funds. Possible funding amounts are spelled out clearly each year in the annual application form. The AHGS will email students the form at the beginning of each fiscal year (~September). Students can apply for these funds once each fiscal year that they are in the program.

The Graduate and Professional School Research and Presentation Travel Award

The Graduate and Professional School's Graduate Student Research and Presentation (RAP) Travel Award supports educational and professional development opportunities for graduate students. The program currently reimburses students up to \$750 for travel expenses associated with academic conferences and research projects in the United States and abroad. Information about this opportunity can be found [here](#).

The Graduate and Professional School Dissertation Fellowship

The Texas A&M University Graduate and Professional School frequently offers a Dissertation Fellowship to support students in the dissertation phase of their degree program. This fellowship is intended to support doctoral students in the final analysis of the research topic and the final writing of the dissertation. This fellowship is NOT intended to finance data collection or the completion of doctoral coursework. Priority goes to doctoral students whose primary financial support is NOT related to their research (e.g. GANT, GAL, GAT, Self-funded). Students who have funding related to their dissertation research will be least likely to receive this fellowship. Information about this award can be found [here](#).

GRADUATE STUDENT TEACHING

Teaching experience is not a departmental requirement. However, we strongly recommend teaching experience for students planning academic careers. There several experiences available.

Teaching Assistantship Training

All students in our program are required to complete the [Teaching Assistant Institute \(TAI\)](#) hosted by the Center for Teaching Excellence at Texas A&M University and a department specific training hosted by PBSI. We require all students to complete these programs at the beginning of their first semester in the program, regardless of whether or not they are currently assigned to a GAT position. The AHGS will provide details to incoming students about both of these requirements.

Graduate Instructor of Record Training

PBSI offers a “Teaching of Psychology” training sequence for graduate students who are seeking opportunities to be an “instructor of record” for an undergraduate psychology course. The sequence consists of two courses.

PBSI 696 is a seminar that provides pedagogical training for graduate students. In this course, students learn how to use active learning, written assignments, technology, and real-world applications in their classes. Additionally, they hear from external speakers from across the campus, highlighting the wealth of resources, skills, and methodologies that are available. Students also complete classroom observations and micro-teaching demonstrations to further develop and reflect on their developing teaching style. Importantly, this course helps graduate students develop their own teacher toolkit that they can use throughout their career, regardless of what course they are teaching.

PBSI 697 is a course tailored to students concurrently teaching an Introduction to Psychology course. Essentially, this is a mentoring course in which students develop skills and materials needed to teach a high-impact interactive class that also satisfies the CORE curriculum requirements. This course is focused entirely on providing and helping students develop the materials for their introductory course, including things like: writing a syllabus, developing lectures, in-class activities (active learning, clips, in-class experiments, etc.), creating exam materials, and satisfying the core curriculum requirements for the course. It is a place to get support, mentoring and clarification as students teach their own course.

GRADUATE STUDENT RESOURCES

Mental Health Resources

Taking care of oneself is critical to being successful in graduate school. We encourage students to pay attention to their well-being and we are here to assist in whatever we can. The Graduate and Professional School has a licensed counselor who specializes in graduate and professional student issues. Information about this resource and other Graduate School support services can be found [here](#).

Library Resources

Evans Library. The main university library has several features that are important to graduate students.

- [A specific subject expert](#) who can help students find resources central to psychology and provide introductions to key library resources/features.
- [Library guides](#) that provide information about critical research processes (e.g., writing, systematic literature reviews, etc.)
- Searchable [Databases](#) that are critical to psychological science scholarship (e.g., PSYCINFO).
- [Get It For Me:](#) Request books, articles, theses, dissertations, and other materials for free from the Texas A&M University Libraries or other libraries in the world.

Helen F. and Saul B. Sells Psychology Resource Collection. The personal library of S. B. and Helen Sells was donated to the Texas A&M Psychological and Brain Sciences Department. Dr. Sells finished his Ph.D. at Columbia University in 1936 under the direction of Robert S. Woodworth, and he had classes and research training from other well-known

psychologists such as Clark Hull, E.L. Thorndike, and Gardner Murphy. Dr. Sells' interest in seeing his library being put to good use was a primary reason for his selecting Texas A&M as the recipient of his personal collection. The Sells Resource Collection is open to PBSI faculty and graduate students. Books can be checked out by contacting the Department Administrative Assistant (Jen Fraustro).

Medical Sciences Library. Located on West Campus, the Medical Sciences Library is home to several hundred thousand volumes of Medical Journals related to the medical-science profession. From on-line book retrieval to storehouses of information from around the globe, this library has it all.

West Campus Library. Located on West campus, this library primarily serves the College of Business Administration and Graduate School of Business and departments within the College of Agriculture and Life Sciences. It has a limited, specialized collection of 600 periodicals, reference works, and current monographs in business and agriculture. The library has reading space for 1,000. The focus of the West Campus Library is the R.C. Barclay Reference and Retailing Resource Center. The Barclay Center offers a variety of electronic resources, including compact disk databases, online databases, and access to the Internet, to serve the needs of business and agriculture.

University Writing Center

The University Writing Center offers graduate students assistance with writing and public speaking, including class assignments, CVs, journal articles, research posters, oral presentations, theses or dissertations, and the oral defense. Please refer to their [website](#) for more details.

Computers and Printing

[The Texas A&M University Open-Access Computer Labs](#) are available for faculty and students of the University. Seven Open-Access Labs and one dedicated Printing Center provide access to email accounts as well as Web navigation, image-manipulation, desktop publishing, spreadsheet applications, computer-to-computer communications software, programming languages, and a number of course-specific programs. Lab access is 24 hours per day in the Student Computing Center (SCC) in order to better serve the needs of the students and faculty. Equipment varies from lab to lab, but most include Pentium – Based IBM compatible PCs, Apple Macintosh systems, Sun SPARC stations, SGI workstations (which provide access to the campus Supercomputers), optical scanners and a variety of high capacity printers. Color & Transparency printing is also available through the SCC, though this requires special access.

The Open Labs website information about printing at shared kiosks, including the kiosk in the Psychology Building.

Graduate Transportation and Parking

TAMU operates numerous bus routes to transport students from off-campus locations to campus. There are also numerous parking complexes available to students on campus. Details about both can be found on the transportation services website (<https://transport.tamu.edu/default.aspx>).

Appendix.

PBSI Advisor/Advisee Compact Form

PBSI requires that all advisors and advisees meet annually to discuss expectations, goals, student developmental trajectories, and general processes that guide their unique professional relationship. The following are a list of topics that could be discussed. It is recommended that the student and faculty document in writing, even briefly, the agreements that were reached. Topics that are not viewed as relevant by both parties can be omitted, and relevant topics that are not listed can be added in the optional spaces at the end of the document. The compacts are not meant to be static. They can be updated as frequently as needed, but it is likely that expectations/processes for many topics will remain the same throughout a student's time in the program (e.g., authorship policies). Regardless, the compacts should reflect current expectations, goals, etc. in the relationship/training environment.

1. Frequency and Methods of Communication between Supervising Faculty and Student

How often will student and mentor meet? How much time does the supervising faculty need to review research (e.g., abstracts, manuscripts, thesis documents, etc.) or career (e.g., CVs, grant applications, etc.) related materials? How should updates or changes in expectations and issues be communicated?

2. Research and Training of the Student

What are the expectations for meeting the sustained research activity program requirement (expectations should be reasonable in relation to other demands on students' time commitments (e.g., clinical training, coursework, etc.)? What are the students' career goals? Are there specific people who will oversee training other than the supervising faculty and to what degree will the student assist with other projects in the lab or working group? To what degree are students encouraged (or discouraged) from engaging in projects in other labs or working groups?

3. Professional Development

What constitutes professional development? What activities should students plan to engage in to enhance the quality of their graduate education?

4. Common Laboratory or Working Group Responsibilities

Which tasks and duties are shared among all lab or working group members, including the student?

5. Notebooks, Data, Media

What is the policy of the laboratory or working group related to the storage and sharing of data, notebooks, media, or other information relevant to ongoing or completed projects?

6. Work Hours/Attendance on Site

How many hours per week is the student expected to work on projects in collaboration with the students supervising faculty? How many hours per week is the student expected to work at an onsite location, such as laboratory, studio, or clinic?

7. Authorship and Contributor Policies

What is the policy that constitutes authorship on a project on which the student contributed? How is the order of authors determined in a manuscript or abstract? In what other ways, besides authorship, might the student's contribution be acknowledged?

8. Manuscripts or other scholarly/creative works expected for Graduation and Career Goals

Are there specific expectations for the number of manuscripts or other works (published, submitted and/or in preparation), and the student's authorship position on these manuscripts or other works, required for the student to graduate? Are there specific expectations or goals for the number of manuscripts (etc.) needed to attain student's career goals?

9. Intellectual Policy and Copyright Issues: Disclosure, Patent Rights and Publishing Research Discoveries

What is the policy for claims on intellectual property and patents that come out of the student's work? How is the outlet or vehicle for publication of the student's work decided?

10. Selection of a Thesis/Dissertation Committee

What is the process for determining the subject of the thesis/dissertation and the composition of the thesis/dissertation committee?

11. Attendance of Professional Meetings

Under which conditions can or should a student travel to a Regional, National, or International meetings? For example, only if the student is presenting? Who covers the cost and what will be covered?

12. Career Development / Job Search and Placement

What is the career choice of the student? What arrangements can be made to allow the student to participate in courses, workshops, etc. for their particular interests without compromising their research or scholarly training? What is the process in the student's field for job search and placement?

13. Time off for Illness, University Holidays, and Vacation.

What is the policy for vacations, holidays, and personal days?

14. Funding and Financial Support

Is the student financially supported and by what mechanism (e.g., GAR, GAT, GANT)? Will the student be provided with resources to complete research or scholarly work?

15. Graduate Training Milestones

What are the milestones that the student should plan to reach this academic year? How will these milestones be met?

16. Conflict Resolution and Student Complaint Policies

How will conflicts be resolved and what processes are preferred? Student-supervisor discussions or discussions that include other parties (e.g., committee members, department graduate advisor, DH). Use of university ombuds services?.

17. For Clinical Area Only: Licensure and clinical hours.

How will the student take the necessary classes needed for licensure/discipline specific knowledge requirements? How will the student meet minimum hour requirements for combined intervention/assessment? What are the student's desired patient population and treatment modalities - See response to career development to help guide this conversation.

18. Internship.

Is the student planning to take an internship now or in the future? What steps need to be taken to meet requirements for internship? How will you work together to support progress toward degree while working on the internship? What are the student's career goals and how do they align with an internship?

19. **Additional Topics not listed here.**

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY

This program offers students a unified approach to research and applied skills rather than discrete sets of abilities.

The Doctor of Philosophy in Clinical Psychology program espouses a blend of the clinical-scientist model and the scientist-practitioner model, integrating the full range of research, teaching, and applied skills in training doctoral students. As a result, our graduates acquire the foundation for pursuing a clinical scientist career in an academic or research setting, as well as a scientist-practitioner career in a medical or other training institution, or serving in an administrative role in a service delivery agency.

In this program, students are involved in faculty-led research teams beginning in their first year. This affords them the opportunity to collaborate with team members in developing research questions, designing empirical studies, collecting and analyzing data, writing manuscripts, and presenting scientific papers at national and regional conferences. The Clinical Psychology program emphasizes student involvement in collaborative research beyond their thesis research, providing a broad foundation in research methodology prior to formulating their dissertation research. We expect our students to have several scholarly publications and presentations at scientific meetings prior to graduation. To support their development as clinical scientists, students complete courses in research methodology, scientific domains of psychological inquiry, and core clinical courses in psychopathology, assessment, and psychosocial interventions. Furthermore, profession-wide competencies are infused throughout the program from coursework to colloquia and research team experiences.

Students begin to acquire clinical skills in assessment and intervention in their second year. All students serve as therapists, serving children, adolescents, and adults from the community (as individuals, couples, or families) under close faculty supervision. Advanced students may specialize in certain types of cases (e.g., eating disorders, chronic pain, substance abuse, attention-deficit disorders, or relationship problems), provide peer supervision, gain exposure to a range of therapeutic approaches (e.g., CBT, DBT, ACT, among others), and may also involve themselves in one of the ongoing specialty training/research programs at the clinic, gaining intensive experience with a particular problem while participating in the design, conduct, and evaluation of a research project. The final year of the program is a clinical internship in which students typically match to a program at a different institution or clinic, where they have a more immersive clinical experience and the opportunity to learn new approaches to clinical work and research.

Steps to Fulfill a Doctoral Program (<https://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/#stepstofulfilladoctoralprogramtext>)

Program Requirements

Program Requirements

- Student's Advisory Committee (p. 1)
- Degree Plan (p. 2)
- Credit Requirements (p. 2)
- Limitations on Credits and Coursework (p. 2)
- Research Proposal (p. 3)

- Examinations (p. 3)
 - Preliminary Examination (p. 3)
 - Preliminary Examination Format (p. 3)
 - Preliminary Examination Scheduling (p. 3)
 - Preliminary Examination Grading (p. 4)
 - Failure of the Preliminary Examination (p. 4)
 - Retake of Failed Preliminary Examination (p. 4)
 - Final Examination (p. 4)
 - Final Examination Grading (p. 5)
- Dissertation (p. 5)

Student's Advisory Committee

After receiving admission to graduate studies, students will consult with the graduate program concerning selection of a chair and members for an advisory committee representative of the student's field(s) of study and research.

The student's advisory committee will consist of no fewer than four members, where the chair or co-chair must be from the student's department (or intercollegiate faculty, if applicable), and at least one or more of the members must have an appointment to a department other than the student's major department. The external member for a student in an interdisciplinary degree program must be from a department different from the chair of the student's advisory committee. The chair, in consultation with the student, will select the remainder of the advisory committee.

Only members of the Graduate Committee Faculty located on Texas A&M University campuses may serve as chair of a student's advisory committee. Other members of the Graduate Committee Faculty – including those located off-campus or outside the university (if permitted by program, department, and college/school policy) – may serve as co-chair or member (but not chair).

The advisory committee as a group – and as individual members – are responsible for advising the student on academic matters. The duties include responsibility for approving the student's proposed degree plan; research proposal; dissertation; and conducting examinations. The advisory committee members' approval of a degree plan indicates their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Additionally, in the case of academic deficiency, the advisory committee is responsible for initiating recommendations to the Graduate and Professional School.

The chair of the advisory committee, who usually has immediate supervision of the student's degree program, has the responsibility for calling meetings at any time considered desirable.

If the chair of the student's advisory committee is unavailable for an extended period of time in any academic period during which the student is involved in activities relating to an internship, thesis or professional paper – and is registered for courses such as 684, 691, 692, or 693 – the Department Head or intercollegiate faculty Chair may appoint an alternate advisory committee chair during the interim period.

If the chair of a student's advisory committee is on an approved leave of absence – and the student is near completion of the degree and wants the chair to continue to serve in this role – a written request must be submitted to the Associate Provost and Dean of the Graduate and Professional School, by the Department Head or intercollegiate faculty Chair, that the faculty member who is on an approved leave of absence be

allowed to continue to serve as chair of the advisory committee – without a co-chair – for up to one year. The request must confirm that the faculty member is able to engage in the required duties as chair during the leave of absence. Extensions beyond the one-year period (if necessary) may be granted with additional approval of the Associate Provost and Dean of the Graduate and Professional School.

If the chair of a student's advisory committee voluntarily separates from the University, and the student is nearing completion of the degree, the chair may continue to serve in this role – at the student's request – for up to one year. Two options are available:

- The chair may continue, with a co-chair, without additional approval by the Graduate and Professional School. The student must select a current member of the Graduate Committee Faculty – from the student's academic program and located near the Texas A&M University campus site – to serve as co-chair of the advisory committee.
- The chair may continue, without a co-chair, with approval by the Graduate and Professional School. A written request must be submitted to the Associate Provost and Dean of the Graduate and Professional School by the Department Head or intercollegiate faculty Chair to allow the faculty member to continue as chair, without a co-chair, of the advisory committee.

For both options, extensions beyond the one-year period (if necessary) may be granted with additional approval of the Associate Provost and Dean of the Graduate and Professional School.

Although individual committee members may be replaced by petition for valid reasons, all members of a student's advisory committee cannot resign *en masse*.

Degree Plan

The student's advisory committee – in consultation with the student – will evaluate the student's previous education, develop a proposed degree plan, and outline a research problem based upon the student's degree objectives. When completed, as indicated by the dissertation, the degree plan will constitute the basic requirements for the degree.

The degree plan must be created, submitted, and approved through the online Document Processing Submission System (<http://ogsdpps.tamu.edu/>) (DPSS). The degree plan must be submitted prior to the deadline imposed by the student's college or school and approved by the Graduate and Professional School no later than 90 days prior to the preliminary examination.

A degree plan must carry a reasonable amount of 691 (Research).

Additional coursework may be added to the approved degree plan by petition through DPSS, if it is deemed necessary by the student's advisory committee, to correct deficiencies in the student's academic preparation. No changes can be made to the degree plan once the student's Request for Final Examination is approved by the Graduate and Professional School.

Coursework included on the degree plan is subject to the requirements and restrictions detailed in the Credit Requirement and Limitations on Credits and Coursework sections in each degree program page.

Degree program time limits apply to courses listed on a degree plan. Details are available on the Time Limits section in each degree program page.

Credit Requirements

Students who have completed a master's degree are required to complete a minimum of 64 hours for the Doctor of Philosophy degree. Students who have completed a DDS/DMD, DVM, or MD at an accredited academic institution within the United States are also required to complete a minimum of 64 hours. Students enrolled in an approved combination program which includes a doctoral degree, and in which the doctoral degree will be awarded at the same time as another advanced degree, must complete a minimum of 64 hours. Students enrolled in a master's degree and a doctoral degree simultaneously must have their master's degree awarded before they are eligible to complete a 64-hour doctoral degree.

Students who have completed a baccalaureate degree, but have not completed another advanced degree, must complete a minimum of 96 hours. Completion of a DDS/DMD, DVM, or MD degree at an international institution are also required to complete of a minimum of 96 hours.

A field of study may be primarily in one department or in a combination of departments.

Limitations on Credits and Coursework

Credit-hour requirements are subject to the following limitations:

1. To receive a graduate degree from Texas A&M University, students must earn one-third or more of the credits through the institution's own direct instruction. This limitation also applies to joint degree programs.
2. Transfer credits may be used toward meeting the credit hour requirements under the following limitations:
 - Courses taken in residence at an accredited United States or international institution (recognized by the Office of Admissions), with a final grade of B or greater, may be considered for transfer credit if – at the time the courses were completed – the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution.
 - An official transcript from the institution at which transfer coursework was taken must be sent directly to the Office of Admissions. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours or equated to semester credit hours.
 - Grades for courses completed at other institutions are not included in computing the GPA.
 - Coursework in which no formal grades are given, or in which grades other than A or B were earned (for example, CR, P, S, U, H, etc.), is not accepted for transfer credit.
 - Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research – or the equivalent – is not transferable.
 - Courses used toward a degree at another institution may not be applied for transferred graduate credit.
 - Courses used toward a certificate, but not applied to an awarded degree, may be considered for transfer.
 - If the course to be transferred was taken for a certificate or prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School.

- Credit for “internship” coursework in any form, or taken by extension, is not transferable.
 - Courses for which transfer credits are sought must be approved by the student’s advisory committee and the Graduate and Professional School.
3. Approval to enroll in any professional course should be obtained from the Department Head or intercollegiate faculty Chair (if applicable) in which the course will be offered before including such a course on a degree plan.
 4. A maximum of 9 credit hours of advanced undergraduate courses (400-level) may be considered for application to the degree plan.
 5. No more than 50 percent of the non-research credit hours required for an in-person degree program may be completed through distance education courses.
 6. No credit may be obtained by correspondence study, by extension, or for any course of fewer than three weeks duration.

Some departments may have additional or more restrictive requirements. Exceptions will be permitted only in unusual cases and when petitioned by the student’s advisory committee and approved by the Graduate and Professional School.

Research Proposal

The general field of research to be used for the dissertation should be agreed on by the student and the advisory committee at their first meeting, as a basis for selecting the proper courses to support the proposed research. As soon thereafter as the research project can be outlined in reasonable detail, the dissertation research proposal should be completed. The research proposal should be approved at a meeting of the student’s advisory committee, at which time the feasibility of the proposed research and the adequacy of available facilities should be reviewed.

For doctoral students, a Research Proposal should be submitted to the Graduate and Professional School through the Academic Requirements Completion System (ARCS) according to guidelines and deadlines set by the individual academic unit or program and as soon as possible following the completion of formal coursework on a degree plan but no later than 20 working days prior to the submission of the Final Examination Request. Students must have an approved research proposal to be admitted to candidacy.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards or recombinant DNA. A student engaged in these types of research should check with the Office of Research Compliance and Biosafety at 979-458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website <http://rcb.tamu.edu> (<http://rcb.tamu.edu/>).

Examinations

Preliminary Examination

The student’s major department (or chair of the interdisciplinary degree program faculty, if applicable) and their advisory committee may require qualifying, cumulative or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion of the department and the student’s advisory committee.

The preliminary examination is required. The preliminary examination for a doctoral student shall be given no earlier than a date at which the student is within 6 credit hours of completion of the formal coursework

on the degree plan (i.e., all coursework on the degree plan except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan.

Preliminary Examination Format

The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:

1. a mastery of the subject matter of all fields in the program;
2. an adequate knowledge of the literature in these fields and an ability to carry out bibliographical research;
3. an understanding of the research problem and the appropriate methodological approaches.

The format of the preliminary examination shall be determined by the student’s department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam may consist of a written component, oral component, or combination of written and oral components.

The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision.

Only one advisory committee substitution is allowed to provide an evaluation decision for a student’s preliminary exam, and it cannot be the committee chair.

If a student is required to take, as a part of the preliminary examination, a written component administered by a department or interdisciplinary degree program, the department or interdisciplinary degree program faculty must:

1. offer the examination at least once every six months. The departmental or interdisciplinary degree program examination should be announced at least 30 days prior to the scheduled examination date.
2. assume the responsibility for marking the examination satisfactory or unsatisfactory, or otherwise graded, and in the case of unsatisfactory, stating specifically the reasons for such a mark.
3. forward the marked examination to the chair of the student’s advisory committee within one week after the examination.

Preliminary Examination Scheduling

Students are eligible for to schedule the preliminary examination in the Academic Requirements Completion System (ARCS) if they meet the following list of eligibility requirements:

- Student is registered at Texas A&M University for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters,

then the student must be registered for the term immediately preceding the examination.

- An approved degree plan is on file with the Graduate and Professional School prior to commencing the first component of the examination.
- Student's cumulative GPA is at least 3.000.
- Student's degree plan GPA is at least 3.000.
- At the end of the semester in which at least the first component of the exam is given, there are no more than 6 hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student's department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.

Preliminary Examination Grading

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam.

If a written component precedes an oral component of the preliminary exam, the chair of the student's examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student's examination committee with at most one dissension is required to pass a student on their preliminary exam.

The student's department will promptly report the results of the Preliminary Examination to the Graduate and Professional School via the Academic Requirements Completion System (ARCS) within 10 working days of completion of the preliminary examination.

If an approved examination committee member substitution (one only) has been made, their approval must be submitted to the Graduate and Professional School via ARCS. The approval of the designated department approver is also required on the request.

After passing the required preliminary oral and written examinations for a doctoral degree, the student must complete the final examination within four years of the semester in which the preliminary exam is taken. Exams taken in between terms will expire at the end of the term that ended prior to the exam. For example, a preliminary exam taken and passed during the Fall 2023 semester will expire at the end of the Fall 2027 semester. A preliminary exam taken in the time between the Summer and Fall 2023 semesters will expire at the end of the Summer 2027 semester.

Failure of the Preliminary Examination

First Failure

Upon approval of a student's examination committee (with no more than one member dissenting), and approval of the Department and Graduate and Professional School, a student who has failed a preliminary examination may be given one re-examination. In accordance with Student Rule 12.5, the student's department head or designee, intercollegiate faculty, or graduate advisory committee should make a recommendation to the student regarding their scholastic deficiency.

Second Failure

Upon failing the preliminary exam twice in a doctoral program, a student is no longer eligible to continue to pursue the PhD in that program/major. In accordance with Student Rule 12.5.3 and/or 12.5.4, the student will be notified of the action being taken by the department as a result of the second failure of the preliminary examination.

Retake of Failed Preliminary Examination

Adequate time must be given to permit a student to address inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate to the student, in writing, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

Final Examination

Candidates for the doctoral degrees must pass a final examination by deadline dates announced in the Graduate and Professional School Calendar (<https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines/>) each semester. A doctoral student is allowed only one opportunity to take the final examination.

No unabsolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been admitted to candidacy and their current official cumulative and degree plan GPAs are 3.00 or better.

Refer to the Admission to Candidacy (<https://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/#degreerequirementstext>) section of the graduate catalog for candidacy requirements.

A request to schedule the final examination must be submitted to the Graduate and Professional School via ARCS a minimum of 10 working days in advance of the scheduled date. Any changes to the degree plan must be approved by the Graduate and Professional School prior to the submission of the request for final examination.

The student's advisory committee will conduct this examination. Only one committee member substitution is allowed with the approval of the Graduate and Professional School. If the substitution is for the sole external member of the advisory committee - with an appointment to a department other than the student's major department - then the substitute must also be external to the student's major department. In extenuating circumstances, with the approval of the Graduate and Professional School, an exception to this requirement may be granted.

The final examination is not to be administered until the dissertation or record of study is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document. Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on their exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Final Examination Grading

The student's department will promptly report the results of the Final Examination to the Graduate and Professional School via the Academic Requirements Completion System (ARCS) within 10 working days of completion of the final examination. The Graduate and Professional School will be automatically notified via ARCS of any cancellations.

A positive evaluation of the final exam by all members of a student's advisory committee with at most one dissension is required to pass a student on their final exam. If an approved committee member substitution (1 only) has been made, their approval must be submitted to the Graduate and Professional School via ARCS.

Dissertation

The dissertation, which must be a candidate's original work demonstrates the ability to perform independent research. Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship. Dissertation formatting must be acceptable to the Graduate and Professional School as outlined in the Guidelines for Theses, Dissertations, and Records of Study.

After successful defense and approval by the student's advisory committee and the head of the student's major department (or chair of intercollegiate faculty, if applicable), a student must submit the dissertation in electronic format as a single PDF file to <https://etd.tamu.edu/>. Additionally, a dissertation approval form with original signatures must be received by the Graduate and Professional School through the Academic Requirements Completion System (ARCS). Both the PDF file and the completed ARCS approval form must be received by the deadline.

Deadline dates for submitting are announced each semester or summer term in the Graduate and Professional School Calendar (see Time Limit statement). These dates also can be accessed via the Graduate and Professional School website (<https://grad.tamu.edu/>).

Each student who submits a document for review is assessed a one-time thesis/dissertation processing fee through Student Business Services. This processing fee is for the thesis/dissertation services provided. After commencement, dissertations are digitally stored and made available through the Texas A&M Libraries.

A dissertation that is deemed unacceptable by the Graduate and Professional School because of excessive corrections will be returned to the student's department head or chair of the intercollegiate faculty. The manuscript must be resubmitted as a new document, and the entire review process must begin anew. All original submittal deadlines must be met during the resubmittal process to graduate.

Additional Requirements

Additional Requirements

- Residence (p. 5)
- Time Limit (p. 5)
- Continuous Registration (p. 6)
- Admission to Candidacy (p. 6)
- Languages (p. 6)
- 99-Hour and 7-Year Cap on Doctoral Degree (p. 6)
- Application for Degree (p. 6)

Residence

A student who enters the doctoral degree program with a baccalaureate degree must spend one academic year plus one semester in resident study at Texas A&M University. A student who holds master's degree when they enter a doctoral degree program must spend one academic year in resident study. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester. The third semester is not required to be adjacent to the one year. Enrollment for each semester must be a minimum of 9 credit hours each to satisfy the residence requirement. A minimum of 1 credit hour must be in a non-distance education delivery mode. Semesters in which the student is enrolled in all distance education coursework will not count toward fulfillment of the residence requirement.

To satisfy the residence requirement, the student must complete a minimum of 9 credit hours per semester or 10-week summer semester in resident study at Texas A&M University for the required period. A student who enters a doctoral degree program with a baccalaureate degree may fulfill residence requirements in excess of one academic year (18 credit hours) by registration during summer sessions or by completion of a less-than-full course load (in this context a full course load is considered 9 credit hours per semester).

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of employment to the Graduate and Professional School. An employee should submit verification of employment at the time they submit the degree plan. See Registration (<https://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/#registrationandacademicstatustext>).

See Residence Requirements (<https://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/#degreerequirementstext>).

Time Limit

All requirements for doctoral degrees must be completed within a period of ten consecutive calendar years for the degree to be granted. A course will be considered valid until 10 years after the end of the semester in which it is taken. Graduate credit for coursework more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.

After passing the required preliminary oral and written examinations for a doctoral degree, the student must complete the final examination within four years of the semester in which the preliminary exam is taken. Exams taken in between terms will expire at the end of the term that ended prior to the exam. For example, a preliminary exam taken and passed during the fall 2019 semester will expire at the end of the fall 2023 semester. A preliminary exam taken in the time between the summer and fall 2019 semesters will expire at the end of the summer 2023 semester.

A final corrected version of the dissertation or record of study in electronic format as a single PDF file must be cleared by the Graduate and Professional School within one year of the semester in which the final exam is taken. Exams taken in between terms will expire at the end of the term that ended prior to the exam. For example, a final exam taken and passed during the fall 2022 semester will expire at the end of the fall 2023 semester. A final exam taken in the time between the summer and

fall 2022 semesters will expire at the end of the summer 2023 semester. Failure to do so will result in the degree not being awarded.

Continuous Registration

A student in a program leading to a Doctor of Philosophy who has completed all coursework on their degree plan other than 691 (research) are required to be in continuous registration until all requirements for the degree have been completed. See Continuous Registration Requirements (<https://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/#registrationandacademicstatustext>).

Admission to Candidacy

To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690, 691 or 791.
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination (written and oral portions),
4. submitted an approved dissertation proposal,
5. met the residence requirements. The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

Languages

A student is required to possess a competent command of English. For English language proficiency requirements, see the Admissions section of this catalog. The doctoral (PhD) foreign language requirement at Texas A&M University is a departmental option, to be administered and monitored by the individual departments of academic instruction.

99-Hour and 7-Year Cap on Doctoral Degrees

In Texas, public colleges and universities are funded by the state according to the number of students enrolled. In accordance with legislation passed by the Texas Legislature, the number of hours for which state universities may receive subvention funding at the doctoral rate for any individual is limited to 99 hours. Texas A&M and other universities will not receive subvention for hours in excess of the limit.

Institutions of higher education are allowed to charge the equivalent of non-resident tuition to a resident doctoral student who has enrolled in 100 or more semester credit hours of doctoral coursework.

Doctoral students at Texas A&M have seven years to complete their degree before being charged out-of-state tuition. A doctoral student who, after seven years of study, has accumulated 100 or more doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition. Please note that the tuition increases will apply to Texas residents as well as students from other states and countries who are currently charged tuition at the resident rate. This includes those doctoral students who hold GAT, GANT, and GAR appointments or recipients of competitive fellowships who receive more than \$1,000 per semester. Doctoral students who have not accumulated 100 hours after seven years of study are eligible to pay in-state tuition if otherwise eligible.

Doctoral students who exceed the credit limit will receive notification from the Graduate and Professional School during the semester in which they are enrolled and exceeding the limit in their current degree program. The notification will explain that the State of Texas does not provide funding for any additional hours in which a student is enrolled in excess of 99 hours. Texas A&M University will recover the lost funds by requiring students in excess of 99 hours to pay tuition at the non-funded, non-

resident rate. This non-funded, non-resident tuition rate status will be updated for the following semester and in all subsequent semesters until receipt of a doctoral degree. Please see the Tuition Calculator (<https://tuition.tamu.edu/>) at the non-resident rate for an example of potential charges.

The following majors are exempt from the 99-Hour Cap on Doctoral Degrees and have a limit of 130 doctoral hours:

- Biochemistry and Molecular Biophysics
- Biomedical Sciences
- Clinical Psychology
- Counseling Psychology
- Genetics and Genomics
- Health Services Research
- Medical Sciences
- Microbiology
- Neurosciences (College of Medicine)
- Nutrition
- Oral and Craniofacial Biomedical Sciences
- Pharmaceutical Sciences
- Public Health Sciences
- School Psychology
- Toxicology

Application for Degree

For information on applying for your degree, please visit the Graduation (<https://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/#degreerequirementstext>) section.

UNIVERSITY POLICIES

Aggie Honor Code

Integrity is a fundamental core value of Texas A&M University. Academic integrity requires a commitment by all faculty, students, and administrators to:

- Remain constantly focused on the quality of the academic programs
- Achieve and maintain academic excellence in all courses and programs to assure the value of Texas A&M University degrees
- Demand high academic standards from all members of the Aggie community
- Actively promote academic integrity
- Confront instances of academic misconduct through engagement in the Aggie Honor System Office rules and procedures

All Texas A&M University students, graduate and undergraduate, part-time or full-time, in residence or in distance education, are expected to follow the guiding rule of the Aggie Honor Code:

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University or one of its branch campuses, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. A student will be required to state his/her commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Honor System.

The Honor System Office is charged with promotion of the honor code and administration of academic misconduct cases. The Honor Council, comprised of students and faculty from colleges and offices across the University, will investigate all such infractions of the honor code and recommend appropriate sanctions. The website, <http://aggiehonor.tamu.edu>, defines the types of infractions and the possible consequences. Students are urged to review this information.

In addition to adherence to the Honor Code, a student (graduate students in particular) who is completing a thesis, record of study, dissertation, and publication may fall under the additional federal requirements promulgated by the Office of Research Integrity (Scientific Misconduct Regulations – 42 CFR part 50), as well as Texas A&M System Regulations and Texas A&M University Rules (Texas A&M System Regulations – Ethics in Research, Scholarship and Creative Work – 15.99.03 (<https://www.tamus.edu/legal/policy/policy-and-regulation-library/>), and Texas A&M University rules and standard administrative procedures – Responsible Conduct in Research and Scholarship – 15.99.03.M1, 15.99.03. M1.01-06 (<http://rules-saps.tamu.edu/TAMURulesAndSAPs.aspx#15>)).

Contact information for each campus can be found at the following:

- Texas A&M University website - <http://aggiehonor.tamu.edu>
- Texas A&M at Galveston website - <https://www.tamug.edu/HonorSystem/>
- Texas A&M at Qatar website - <https://www.qatar.tamu.edu/students/academic-services/aggie-honor-system> ([https://](https://www.qatar.tamu.edu/students/academic-services/aggie-honor-system/)

www.qatar.tamu.edu/students/academic-services/aggie-honor-system/)

Aggie Honor System Office

<http://aggiehonor.tamu.edu>

All Texas A&M students, graduate and undergraduate, part-time or full-time, in residence or in distance education, are expected to follow the guiding rule of the Aggie Honor Code: “An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Aggie Honor System Office (<http://aggiehonor.tamu.edu>). Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Aggie Honor System Office.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student.

Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Professional Practice Academic Appeals Panel and Process

The Professional Practice Appeals Panel (PPAP), formerly First Professional Appeals Panel, will hear appeals regarding allegations of due process violations only, after all administrative processes related to

- (a) suspensions, dismissals, or blocks for scholastic deficiency in a student's academic program; and
- (b) appeals of disputes over final course grades have been exhausted in professional practice programs (DDS, DNP, JD, MD, PharmD, DVM).

Texas A&M University Student Rules Part III, Section 62 (<http://student-rules.tamu.edu/rule62/>) describe the Professional Practice Appeals Panel Process in detail. Please carefully review Section 62 before pursuing a grievance. Professional practice students are also strongly encouraged to seek clarification and advice regarding appropriate grievance procedures.

A valuable resource for questions regarding grievances and appeals, the Graduate Ombuds Officer advocates for the processes of graduate education and provides equal, open access to all parties: students, faculty, staff, and administrators. To set up an appointment with the Graduate Ombuds Officer, email ombuds@tamu.edu.

Instructions for Securing a Hearing Before the Professional Practice Appeals Panel

To secure a hearing with the Professional Practice Appeals Panel, please follow these procedures:

Complete the Form to Request a Hearing (<https://grad.tamu.edu/getmedia/1d8fe301-d98b-47aa-832f-29f719cf2df8/FPAP-Form-to-Request-a-Hearing.pdf>), indicating an intention to appeal to the Professional Practice Appeals Panel. This form must be completed and emailed to the Associate Provost and Dean of the Graduate and

Professional School within ten (10) university business days after receiving the dean’s (or designee’s) letter from the professional college/ school notifying the student of the outcome of a hearing in the academic unit in which the student is enrolled.

For additional information, see the Professional Practice Appeals page (<https://grad.tamu.edu/knowledge-center/forms/request-hearing-before-first-professional-appeals-panel/>) on the Graduate and Professional School website.

Graduate Academic Appeals Panel and Process

The Graduate Academic Appeals Panel (GAAP) is governed by the most current version of Texas A&M University Student Rule 59 (<http://student-rules.tamu.edu/rule59/>) (Graduate Academic Appeals Panel).

Graduate students who believe that decisions about unauthorized absences, final grades, the outcome of evaluation of performance on examinations, or decisions about separation (e.g., probation, suspension, dismissal, or termination) from a department, interdisciplinary degree program, and/or college/school for scholastic deficiency were made on an arbitrary, capricious, or prejudicial basis may appeal such decisions through the appeals process specified in Student Rule 59. In such appeals, the burden of proof is upon the student to demonstrate that the decisions in question were arbitrary, capricious, or prejudiced.

The decision to request action by the Graduate Academic Appeals Panel means that:

1. the student has appealed to the faculty (for final grades), department head or chair of the interdisciplinary degree program, and then the dean of the college administering the student’s degree; and
2. the actions recommended at each level are unsatisfactory to the student.

For additional information, see the Student Grievances and Appeals Procedures page (<https://grad.tamu.edu/knowledge-center/policies-process/what-is-the-process-for-holding-a-graduate-academic-appeals-panel/>) on the Graduate and Professional School website.

Student Grievances and Appeals Procedures

Specific procedures at Texas A&M University allow graduate students to pursue a grievance for any of the problems, issues, or concerns listed in the table below. Professional Practice students can pursue disputes over due process. **Before** initiating a grievance, students are strongly encouraged to seek clarification and advice from the Graduate and Professional Student Ombuds Office (<https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services/>) regarding appropriate procedures. The Ombuds Officer represents a valuable resource for questions regarding grievances and appeals. The Ombuds Officer advocates for the processes of graduate and professional education and provides equal, open access to all parties: students, faculty, staff, and administrators. To set up an appointment with the Graduate Ombuds Officer, contact ombuds@tamu.edu.

Type of Grievance/Issue	A&M Student Rule	University Panel Handling Appeals	Appeals Panel Preliminary and Formal Resolution Procedures
Discrimination and Discrimination Appeals	45 (http://student-rules.tamu.edu/rule45/)	Discrimination Appeals Panel	56 (http://student-rules.tamu.edu/rule56/)
Disability Accommodations in Academic Programs	46 (http://student-rules.tamu.edu/rule46/)	Discrimination Appeals Panel	56 (http://student-rules.tamu.edu/rule56/)
Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and/or Stalking	47 (http://student-rules.tamu.edu/rule47/)	University Disciplinary Appeals Panel	58 (http://student-rules.tamu.edu/rule58/)
Grade Disputes	48 (http://student-rules.tamu.edu/rule48/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Unexcused Absences	49 (http://student-rules.tamu.edu/rule49/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Academic Suspension and Blocks	50 (http://student-rules.tamu.edu/rule50/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Student Conduct Separation and Appeal	51 (http://student-rules.tamu.edu/rule51/)	University Disciplinary Panel	58 (http://student-rules.tamu.edu/rule58/)
Academic Misconduct	52 (http://student-rules.tamu.edu/rule52/)	Aggie Honor System Office	Aggie Honor System Appeals Process (https://aggiehonor.tamu.edu/Rules-and-Procedures/Procedures/Adjudication-Process/#20244%20Appeals%20Process)
Graduate Student Examination Evaluation Disputes	53 (http://student-rules.tamu.edu/rule53/)	Graduate Academic Appeals Panel	59 (http://student-rules.tamu.edu/rule59/)
Financial Assessments by the University	54 (http://student-rules.tamu.edu/rule54/)	Head of Department or Unit Involved	Student Fiscal Appeal Process (https://sbs.tamu.edu/documents/tamu_fiscal-appeals-form_4.26.2024.pdf)

Parking Citations	55 (http://student-rules.tamu.edu/rule55/)	Student Parking Appeals Board	Citation Appeals Process (http://transport.tamu.edu/Parking/appeal.aspx)
Disputes over Due Process (Professional Practice Students Only)	62 (http://student-rules.tamu.edu/rule62/)	Professional Practice Academic Appeals Panel	62 (http://student-rules.tamu.edu/rule62/)

University Student Rules

Each student enrolled at Texas A&M University is responsible for being fully acquainted with and complying with the Texas A&M University Student Rules. Specific rules, information, and procedures may be found in publications pertaining to each particular service or department. Graduate students are encouraged to reference the Student Rules website (<https://student-rules.tamu.edu/>) for current published rules and regulations.

For information concerning federal and state policies, please reference the appendices (<https://catalog.tamu.edu/graduate/appendices/>) in this catalog.

13.02 Student Rights and Obligations



Reviewed [March 15, 2024](#)

Next Scheduled Review: November 15, 2029

Click to view [Revision History](#).

Policy Summary

This policy outlines the core rights of students at the universities (academic institutions) of The Texas A&M University System and provides students, faculty, and staff with a clear message regarding the value of students as individuals and the contributions they can make when given the freedom to do so. It also recognizes that their opportunity for education is only limited by the respect which they give to fellow students, faculty, staff and others.

Policy

1. The rights of students are to be respected. These rights include respect for personal feelings, freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives which brought them to the academic institutions. No officer or student, regardless of position or rank, will violate those rights; no custom, tradition or rule in conflict will be allowed to prevail.
 2. Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.
-

Member Rule Requirements

A rule is not required to supplement this policy.

Contact Office

Academic Affairs
(979) 458-6072



Student Rules

TEXAS A&M UNIVERSITY

Students' Rights and Responsibilities

Preface

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
 2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
 3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
 4. Each student subject to disciplinary action arising from violations of University Student Rules shall be assured a fundamentally fair process.
-

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and University officials.
2. A student has the responsibility to be fully acquainted with the published University Student Rules and to comply with them, as well as federal, state, and local laws..
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to maintain a level of behavior which is consistent in supporting the learning environment of the institution and to recognize the University's obligation to provide an environment for learning.

08.01 Civil Rights Protections and Compliance



Revised [December 18, 2025](#) (MO -2025)
Next Scheduled Review: December 18, 2030
Click to view [Revision History](#).

Policy Summary

This policy outlines the civil rights protections provided by The Texas A&M University System (system) to employees, students, applicants for employment and admission, and the public, and sets forth procedures and responsibilities for compliance with applicable laws and regulations.

Definitions

Diversity, Equity, and Inclusion – means engaging in any of the following actions:

1. Influencing hiring or employment practices with respect to race, sex, color, or ethnicity, other than through the use of equal opportunity described in Section 1.1;
2. Promoting differential treatment of or providing special benefits to individuals in violation of Section 2.1;
3. Promoting policies or procedures about race, color, or ethnicity, except as expressly authorized by OGC in accordance with state law; or
4. Conducting trainings, programs, or activities about race, color, ethnicity, gender identity, or sexual orientation, other than those expressly authorized by OGC in accordance with state law.

Diversity, Equity, and Inclusion Office – means a member office, division, or other unit that is established for the purpose of engaging in a diversity, equity, and inclusion function.

Gender Ideology – means a concept that self-assessed gender identity should replace the biological category of sex or that biological sex has less value or legitimacy than self-assessed gender identity.

Race Ideology – means a concept that attempts to shame a particular race or ethnicity, accuse them of being oppressors in a racial hierarchy or conspiracy, ascribe to them less value as contributors to society and public discourse because of their race or ethnicity, or assign them intrinsic guilt based on the actions of their presumed ancestors or relatives in other areas of the world. This also includes course content that promotes activism on issues related to race or ethnicity, rather than academic instruction.

Policy

1. AUTHORITY AND SCOPE OF THE EQUAL OPPORTUNITY PROGRAM

- 1.1 The system provides equal opportunity for employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, or any other classification protected by federal, state or local law and strives to achieve full and equal employment opportunity throughout the system.
- 1.2 The System Ethics and Compliance Office (SECO), in coordination with the Office of General Counsel (OGC), is responsible for the system's compliance with civil rights laws and regulations. This includes, but is not limited to, addressing charges or complaints filed with federal, state and local agencies, and audits or compliance reviews of policies and procedures carried out by the U.S. Department of Labor, the Equal Employment Opportunity Commission, the Texas Workforce Commission's Civil Rights Division, the U.S. Department of Education's Office of Civil Rights, and other state and federal civil rights compliance agencies.
- 1.3 The system promotes equal employment opportunity through its procedures, training, compliance with applicable legal requirements, and other methods authorized by federal regulations.

2. PROHIBITED ACTIONS

2.1 Prohibited Discrimination or Instruction

- a. System Employment. No individual will be subjected to discrimination in system employment on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, or any other classification protected by federal, state or local law.
- b. Other System Programs and Activities. No individual will, on the basis of any classification protected by state, federal, or local law, be excluded from participation in, or be denied the benefit of, or be subjected to discrimination under any system program or activity. No system academic course will advocate race or gender ideology, or topics related to sexual orientation or gender identity. Upon prior written approval of the member CEO after review of the course and relevant course materials, specific non-core curriculum or graduate courses in some disciplines may teach race or gender ideology, or topics related to sexual orientation or gender identity. Such approval may be granted in limited circumstances upon demonstration of a necessary educational purpose.

2.2 Except as required by federal law, a member or member employee must not:

- a. establish or maintain a diversity, equity, and inclusion office, or hire or assign an employee or contractor to perform diversity, equity, and inclusion functions; or
- b. compel, require, induce, or solicit any person to provide a statement about diversity, equity, and inclusion or give preferential treatment to any person based on the provision of a statement about diversity, equity, and inclusion.

2.3 Except as required by federal law, a member or member employee must not require, as a condition of enrollment at the member or performing any member function, any person

to participate in a diversity, equity, and inclusion training that includes a training, program, or activity about race, color, ethnicity, gender identity, or sexual orientation, unless developed and approved by OGC in accordance with state law.

- 2.4 Retaliatory action of any kind is prohibited when taken against a complainant, respondent, witness, or other person participating in a discrimination investigation, complaint, hearing, or suit. Such retaliatory action is regarded as a separate and distinct cause for complaint and possible disciplinary action, including dismissal or expulsion.
- 2.5 The prohibitions in Sections 2.2 and 2.3 do not apply to the following:
 - a) Academic course instruction (governed by Section 2.1(b) of this policy);
 - b) An employee or student's scholarly research or creative work;
 - c) An activity of a student organization registered with or recognized by a member;
 - d) A guest speaker or performer on a short-term engagement;
 - e) Policies, practices, procedures, programs, or activities to enhance student academic achievement or postgraduate outcomes without regard to race, sex, color, or ethnicity;
 - f) Data collection; or
 - g) Student recruitment or admissions.

3. RESPONSIBILITIES

- 3.1 Each member chief executive officer (CEO) is responsible for equal opportunity and program accessibility in accordance with federal, state and local laws and regulations and system policy.
- 3.2 SECO, in coordination with OGC, serves as the liaison between members and federal, state, and local compliance agencies. SECO is also responsible for the coordination of all civil rights reporting requirements for the system and its members under applicable state and federal regulations.
- 3.3 Each member CEO must appoint a Title IX of the Education Amendments of 1972 Coordinator, a Section 504 of the Rehabilitation Act of 1973 Coordinator and other administrators who oversee the implementation of guidelines to ensure compliance with legal and regulatory provisions under this policy.

4. PROCEDURES

- 4.1 The administrators appointed under Section 3.3 must inform SECO as soon as a charge or complaint of discrimination or notice of civil rights audit, compliance review, or other inquiry is received from a federal, state, or local agency.
- 4.2 The system developed a regulation providing systemwide standards for the receipt and processing of complaints of discrimination.
- 4.3 A member may not spend state funds appropriated for a fiscal year until the system submits a report to the legislature and the Texas Higher Education Coordinating Board certifying the system's compliance with Texas Education Code Section 51.3525 during the preceding state fiscal year. SECO implements monitoring processes to assess member compliance with Texas Education Code Section 51.3525 throughout the state fiscal year.

The System Internal Audit Department includes DEI compliance in its systemwide risk assessment as part of the annual audit plan process. Audits are conducted as necessary based on the annual risk assessment. SECO annually provides a report to the Board of Regents (board) for the August regular meeting and the board approves SECO's submission of this report on behalf of the system. This section takes effect January 1, 2024 for money appropriated for the state fiscal year beginning September 1, 2024.

- 4.4 The board designates the chancellor or designee to provide legislative testimony in accordance with Texas Education Code Section 51.3525. This section takes effect January 1, 2024.

Related Statutes, Policies, or Requirements

[The Equal Pay Act of 1963](#)

[Title VI of the Civil Rights Act](#)

[Title VII of the Civil Rights Act of 1964, as amended](#)

[The Age Discrimination in Employment Act of 1967](#)

[Title IX of The Education Amendments of 1972](#)

[The Rehabilitation Act of 1973, as amended](#)

[The Americans with Disabilities Act of 1990, as amended](#)

[The Genetic Information Nondiscrimination Act of 2008](#)

[Executive Order 14173](#)

[Tex. Educ. Code Sec. 51.3525](#)

[Tex. Educ. Code § 51.354](#)

[Tex. Lab. Code Ch. 21, Employment Discrimination](#)

[Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended](#)

[Uniformed Services Employment and Reemployment Rights Act](#)

[System Policy 07.01, Ethics](#)

Member Rule Requirements

A rule is not required to supplement this policy.

Contact Office

Ethics and Compliance
(979) 458-6203

UNIVERSITY RULE

08.01.01.M1 **Civil Rights Compliance**

Approved February 29, 2012

Revised September 16, 2016

Revised August 5, 2019

Revised September 3, 2020

Reviewed January 25, 2022

Next scheduled review: January 25, 2024

Rule Summary

Six core values are at the heart of Texas A&M University's ethical standards: loyalty, integrity, excellence, leadership, respect, and selfless service. Consistent with these values, the University reaffirms its commitment to providing a safe, inclusive, and non-discriminatory learning, living, and working environment for all members of the University community.

Texas A&M University prohibits students, employees, and third parties from engaging in discrimination and/or harassment on the basis of race, color, sex, gender identity, age, religion, disability, national origin, sexual orientation, genetic information, veteran status, or any other characteristic protected by federal, state, or local law. In addition, acting in complicity with another who engages in any of these forms of prohibited conduct, or retaliating against a person who participates in protected activity, is also prohibited.

Official Rule/Responsibilities

1. **RULE AGAINST DISCRIMINATION, HARASSMENT, COMPLICITY AND RETALIATIONS**
 - 1.1 Students, employees, and third parties shall not engage in discrimination or harassment. In addition, employees shall not act in complicity with another who engages in discrimination or harassment, or retaliate against a person who reports or participates in the reporting or investigation of discrimination or harassment.

- 1.2 This Rule applies to all University 1) students; 2) employees, including all full-time and part-time faculty¹, full-time and part-time staff, temporary employees, professional research staff, and post-doctoral fellows (“employees”); and, 3) contractors, vendors, visitors, volunteers, guests, or other third parties (“third parties”).
- 1.3 This Rule will apply to acts of discrimination, harassment, retaliation, or complicity (except for sexual harassment) committed by students, employees, or third parties when:
- (a) The conduct occurs on University grounds or other property owned or controlled by the University; or
 - (b) The conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored education abroad, research, on-line, or internship programs.

This Rule may apply to acts of discrimination, harassment, retaliation, or complicity (except for sexual harassment) committed by students, employees, or third parties when:

- (c) The conduct occurs outside the context of a University employment or education program or activity but creates a hostile environment for Students, Employees, or Third Parties while on University grounds or other property owned or controlled by the University or in any University employment or education program or activity. The Assistant Vice President and Title IX Coordinator or designee shall decide whether this Rule shall be applied to such conduct on a case by case basis.

This Rule will apply to acts of sexual harassment committed by Students, Employees, or Third Parties when the conditions set forth in *System Regulation 08.01.01, Section 4.2.10* are satisfied.

- 1.4 Some conduct, while inappropriate or unprofessional, does not rise to the level of discrimination, harassment, retaliation, or complicity. . These behaviors will be addressed by the appropriate disciplinary authority (e.g., Supervisor, Student Conduct, Residence Life) under rules or regulations other than this rule.

2. DESIGNATION OF RESPONSIBILITY

The Department of Civil Rights and Equity Investigations (CREI) is responsible for receipt, investigation, and resolution of all complaints of discrimination, harassment, retaliation, and complicity. The Assistant Vice President and Title IX Coordinator within CREI is responsible for overseeing Texas A&M University’s civil rights protections program and will ensure that all complaints of discrimination, harassment, retaliation, and complicity

¹ Although they are not employees, affiliated faculty will be treated as faculty for the purpose of this rule and 08.01.01.M1.01

are promptly, thoroughly, and equitably reviewed, investigated, and resolved in accordance with Texas A&M System Regulation 08.01.01, *Civil Rights Compliance*; Texas A&M University Standard Administrative Procedure 08.01.01.M1.01, *Investigation and Resolution of Allegations of Discrimination, Harassment, Retaliation, and Complicity Against Students, Employees, and Third Parties*, and this Rule.

3. REPORTING OBLIGATIONS

3.1 All Texas A&M employees are mandatory reporters except for those expressly exempted in this Rule or *Section 2* of Texas A&M System Regulation 08.01.01, *Civil Rights Compliance*. Mandatory Reporters must report all known information about an alleged or suspected incident of discrimination, harassment, retaliation or complicity that is experienced by, observed by, or made known to an employee in the course and scope of their employment as soon as possible. Students workers are not required to report conduct prohibited by this Rule if the student worker experiences, observes, or becomes aware of the prohibited conduct outside the context of their employment. Employees who become aware of prohibited conduct should advise the reporter (1) that they cannot keep reports of prohibited conduct confidential and (2) that they are required to report the prohibited conduct to the University.

Students and Third Parties are strongly encouraged (but not required) to report conduct prohibited by this Rule. .

An employee's failure to report alleged or suspected discrimination, harassment, retaliation, or complicity may result in disciplinary action, including termination of employment.

3.2 Certain employees, when acting in the course and scope of their employment as a part of their official employment, are confidential reporters. Students may speak with confidential reporters concerning incidents of discrimination, harassment, retaliation and complicity, and the confidential reporter will keep the report of confidential. At Texas A&M University, licensed health care personnel and mental health providers, including but not limited to the following locations, are considered Confidential Reporters:

- Student Health Services
- Counseling and Psychological Services
- Texas A&M Psychology Clinic
- Counseling and Sport Psychology Services
- Office of Student Counseling

Researchers are deemed confidential only when the research project is federally funded and the identity of research subjects on the specific project are deemed confidential by law.

Confidential reporters must provide de-identified statistics as required under the Clery Act or other applicable state and federal laws and regulations. Confidential reporters may not include any identifiable information.

Confidential reporters are available to support both Complainants and Respondents.

3.3 Reporting to the University

Reports that a Student, an Employee or a Third Party has engaged in conduct prohibited by this Rule should be made to:

Jennifer Smith
Assistant Vice President and Title IX Coordinator
Department of Civil Rights and Equity Investigations (CREI)
Medical Sciences Library
202 Olsen Blvd, Suite 007
College Station, TX 77843
(979) 458-8407
Email: civilrights@tamu.edu
Website Reporting Form: <https://titleix.tamu.edu/report/>

Reports that the following individuals have engaged in conduct prohibited by this Rule :

- the Chancellor,
- the Texas A&M President,
- a Chief Operating Officer
- an employee who reports directly to the Chancellor, President, or Chief Operating Officer, or
- the Title IX Coordinator or a Deputy Title IX Coordinator
- the Chief Risk, Ethics, and Compliance Officer
- the Hearing Officer

should be made to the Texas A&M System Ethics and Compliance Office, as follows:

Texas A&M System Ethics and Compliance Office (SECO)
301 Tarrow, 6th floor
College Station, TX 77843
(979) 458-6120
Civilrightsreporting@tamus.edu

Texas A&M designates the following employees as having authority to institute corrective measures: Title IX Coordinator, Deputy Title IX Coordinators, Chief Risk, Ethics and Compliance Officer, Director of Employee Relations, Vice

President for Human Resources, Faculty Affairs, Office of the Provost & Executive Vice President, Dean of Students, Dean of Student Life, and the Associate Director of Student Life -. An employee with authority to institute “corrective measures” means an employee with authority to redress harassment for complaints involving only Title IX and sex-based misconduct.

3.4 Additional Options for Reporting to the University

- (a) Individuals wishing to submit an anonymous report may do so through [Tell Somebody](#), an electronic reporting option. Anonymous reporting may limit the University’s ability to respond to the allegation
- (b) Individuals wishing to submit an electronic report may also do so through the “Make a Report” form found at TitleIX.tamu.edu

3.5 Reporting to Law Enforcement

Notwithstanding the mandatory reporting requirement for employees in section 2, anyone may report matters that they believe are criminal to the appropriate local law enforcement agency. A Complainant may request assistance from CREI in notifying law enforcement authorities and always has the right to decline to notify law enforcement.

A report to law enforcement, even to the University Police Department (UPD), is separate from a report to the University under this Rule. An individual wishing to simultaneously pursue a law enforcement investigation and a University resolution of conduct prohibited by this Rule should make a report to both entities.

3.6 Employees receiving a report under this Rule may not disclose the identity of the Complainant to any law enforcement authority unless:

- (a) expressly authorized by the Complainant;
- (b) imminent threat to health or safety exists; or
- (c) required by law.

3.7 Although a report of conduct prohibited by this Rule t may be made at any time, regardless of when the alleged conduct occurred, a report should be filed as soon as possible after the action that caused the report. Prompt reporting assists investigators in the collection and preservation of evidence.

3.8 The filing of a report will not stop, delay, or affect pending personnel or disciplinary actions. This includes, but is not limited to, performance evaluations or disciplinary actions related to an employee or student who is not performing at acceptable levels or standards or who has violated System policies or regulations or University rules or SAPs.

UNIVERSITY RESPONSE TO REPORTS OF CONDUCT PROHIBITED BY THIS RULE The University’s response to allegations of prohibited conduct will be 1) prompt and equitable, 2) intended to stop and prevent the recurrence of any harassment, and 3)

intended to remedy its discriminatory effects as appropriate. A substantiated allegation of prohibited conduct will result in disciplinary action, up to and including termination of employment or separation from the University. Third Parties who commit prohibited conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

The procedures for responding to allegations of conduct prohibited by this Rule committed by Students, Employees, and Third Parties are detailed in Texas A&M SAP 08.01.01.M1.01, *Investigation and Resolution of Allegations of Discrimination, Harassment, Retaliation and Complicity Against Students, Employees and Third-Parties*.

4. WHERE THE RESPONDENT HAS MULTIPLE ROLES AT THE UNIVERSITY

If the Respondent has multiple roles, such as when the Respondent is both a student and an employee, the Chief Risk, Ethics, and Compliance Officer will consult with other relevant University Officials and then determine which procedure(s) to follow in the investigation and resolution of the allegations of prohibited conduct as well as other policy violations. The Chief Risk, Ethics, and Compliance Officer will consider the known facts and circumstances, including which role predominates in the context of the prohibited conduct.

Related Statutes, Policies, or Requirements

[System Policy 08.01 *Civil Rights Protections and Compliance*](#)

[System Regulation 08.01.01 *Civil Rights Compliance*](#)

[University SAP 08.01.01.M1.01, *Investigation and Resolution of Allegations of Discrimination, Harassment, Retaliation, and Complicity Against Students, Employees and Third-Parties*](#)

Contact Office

**Department of Civil Rights and Equity Investigations
979-458-8407**

THE TEXAS A&M UNIVERSITY SYSTEM OFFICES CIVIL RIGHTS COMPLIANCE

The Texas A&M University System Offices provide equal opportunity to all employees, applicants for employment, and the public regardless of race, color, national origin, religion, sex, age, genetic information, disability, or veteran status.

The System Ethics and Compliance Office (SECO) is charged with ensuring civil rights compliance, and will promptly, impartially, and thoroughly investigate all complaints of discrimination or harassment based on any protected class, and related retaliation following applicable federal and state laws, Texas A&M University System Policy 08.01, Civil Rights Protections and Compliance, A&M System Regulation 08.01.01, Civil Rights Compliance, and A&M System Regulation 08.01.02, ADA Accommodations.

Sexual harassment is a form of discrimination based on sex. It is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that are so severe, persistent, or pervasive that it explicitly or implicitly affects an individual’s employment, unreasonably interferes with an individual’s work or educational performance, or creates an intimidating or hostile work or educational environment. Sexual harassment includes non-consensual sexual contact, sexual violence, rape, sexual assault, sexual exploitation as well as stalking, dating violence, and domestic violence when based on sex.

Any member of the System Offices or public who witnesses, is subjected to, or is informed about incidents of discrimination or harassment based on a protected class, and/or related retaliation involving faculty, staff, or students should contact the System Ethics and Compliance Office (SECO). Our contact information is below. Anonymous civil rights reports can be made via our reporting form, also listed below. Inquiries regarding accommodations for employees or applicants for employment should be directed to the ADA Coordinator, listed below. Any need for information about accommodations related to pregnancy and parenting should also be directed to the ADA Coordinator.

Title IX complaints can also be filed with the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, Phone: (214) 661-9600. [OCR Website](#)

Complaints regarding discrimination against employees or applicants for employment not under Title IX can be filed with the U.S. Equal Employment Opportunity Commission (Houston Office), Mickey Leland Building, 1919 Smith Street, 6th Floor, Houston, TX 77002, Phone: (800) 669-4000. The EEOC public portal is at: <https://publicportal.eeoc.gov/>. [EEOC Website](#)

- [+ Texas A&M University System Offices](#) >
- [+ Civil Rights Compliance Officers for System Offices](#) >
- [+ System Civil Rights Policy and Civil Rights Regulations](#) >
- [+ Civil Rights Resources](#) >

STUDENT FORMS

First-Author Publication for DSK Credit

Student Name:

Mentor/Faculty Name:

Discipline-Specific Knowledge (DSK) Area:

Faculty attests that student independently conducted all aspects of the manuscript process to ultimately produce a full draft that demonstrated that the student met Minimum Level Achievement (MLA) and competency in the DSK area noted above.

YES NO

Faculty, please circle the appropriate box below:

Student independently reviewed the literature relevant to the DSK area and drafted the Introduction section, demonstrating MLA and competency in that DSK area.

YES NO

Student independent conceptualized the study aims and hypotheses, based on a review of the literature, demonstrating MLA and competency relevant to the DSK area.

YES NO

Student independently drafted the Method section demonstrating MLA and competency in relevant methodology relevant to the DSK area.

YES NO

Student independently conducted the statistical analyses demonstrating MLA and competency in relevant analytic methods.

YES NO

Student independently interpreted analyses in the context of extant literature relevant to the DSK area, demonstrating MLA and competency.

YES NO

Student Signature:

Faculty Signature:

Director of Clinical Training or Associate Director of Clinical Training Review and Approval:

Date:



Proposal

Proposal approved on



Proposal Details

Title:



Proposal Document:





Report of Examination

Final Examination passed on [redacted] Final Exam results will expire on [redacted]

[View Approval Details >](#)

Final Exam Results

Final Examination:
Pass



Thesis

Copyright and Availability Form

[View submission >](#)

Copyright Approval Status

[View Details >](#)

Thesis Approval Form

Thesis Approval Status

[View Approval Details >](#)

Manuscript Results

Manuscript: Approved



Preliminary Examination

Preliminary examination passed on [REDACTED] Preliminary examination results expire at the end of [REDACTED]



Proposal

Proposal approved on [REDACTED]



Report of Examination

Final Examination passed on [redacted] Final Exam results will expire on [redacted]

[View Approval Details >](#)

Final Exam Results

Final Examination:
Pass



Dissertation

AAUDE and SED Surveys

[View Details >](#)

Copyright and Availability Form

[View submission >](#)

Copyright Approval Status

[View Details >](#)

Dissertation Approval Form

Dissertation Approval Status

[View Approval Details >](#)

Manuscript Results

Manuscript: Approved



Please complete the evaluations below based on your assessment of the candidate's performance.

Please enter the student's name.

What type of exam did the student complete?

 Doctoral Dissertation Defense MS/MA Thesis Defense

Please enter YOUR NAME.

Rate the overall quality of the student's writing

Unacceptable: Heavy reliance on jargon. Difficult to read. Terms not sufficiently defined.

Below Expectations: Writing is organized and clear. May lack adequate transitions and scientific precision.

Meets Expectations: Writing is fluid, precise, and clear. Tone is professional and scholarly.

Exceeds Expectations: Writing is fluid, precise, and clear. Tone is professional and scholarly. Voice is authoritative and conveys clear understanding.

Rate the student's demonstrated mastery of research methods

Unacceptable: Methods do not answer research question, are biased, or completely invalid.

Below Expectations: Methods appear appropriate, but important information about their validity is missing; no discussion of limitations and conclusions may not be warranted by the method employed.

Meets Expectations: Validity of methods is clear, and the methods warrant the conclusions drawn; limitations of method are discussed

Exceeds Expectations: Creative methods developed that address existing limitations in the literature; validity is clear, and the conclusions drawn are warranted. May include multiple convergent methods.

Rate the student's demonstrated mastery of knowledge in their written product.

Unacceptable: Incomplete, omissions or unsubstantiated interpretations, may only provide a list of previous findings without being in dialogue with the literature; Little evidence the candidate understands the canonical and current literature within their field, relevance to the research question unclear

Below Expectations: Provides an analysis of previous findings; adequate coverage but limited as to viewpoints presented; Reference to and discussion of canonical and current relevant literature but weak connection with their question or thesis; May develop some connection but not a strong connection to the gap in the literature their project addresses

Meets Expectations: An insightful review that draws connections and integrates literature in a new way; Includes strong canonical and current relevant literature and uses the literature to discuss scholarly trends and to develop clear hypotheses; Draws a very clear relationship to the gap in literature their project will address

Exceeds Expectations: Mastery of original and critical engagement with relevant literature in the field; Hypotheses derived from both canonical and current literature review with analysis and summary contributing to the body of research in their field; Makes a compelling case for how their project addresses gap in the literature and how it relates to existing knowledge

Rate the student's demonstrated mastery of knowledge in their oral defense.

Unacceptable: Incomplete responses to questions that reveals lack of understanding of fundamental knowledge in the field

Below Expectations: Responses to questions demonstrate understanding of existing research findings, but lack a coherent connection to their project

Meets Expectations: Responses to questions demonstrate strong understanding of fundamental research and theory; draws a clear connection to project

Exceeds Expectations: Responses to questions demonstrate mastery of understanding fundamental to field; able to bring in relevant research and theory that without prompt and draw clear connections to their project

Please provide your signature.

×

SIGN HERE

clear

Powered by Qualtrics [↗](#)

Student Practicum Evaluation Form

This evaluation is completed via Qualtrics. The self-evaluation looks exactly the same but asks for students' perception of their progress each semester. Evaluations are completed at the end of the semesters listed in the first question below.

For what semester are you completing this evaluation?

- Fall
 - Spring
 - Summer (10-week)
-

What year is this evaluation for? (4-digit year)

Student First Name:

Student Last Name:

Student Email:

Student Qualtrics ID:

Emails of Evaluation Recipients (all supervisors for the semester, clinic director, DCT, and mentor)

Is the student enrolled in PBSI 613 (Assessment), PBSI 614 (Intervention), or both for the semester you are evaluating? If an external site, Please identify which activities the student participated in for which ratings will be provided.

- Assessment
 - Intervention
 - Assessment & Intervention
 - None (Peer Supervision only)
-

Has the student acted as a peer supervisor for the semester you are evaluating?

Is this evaluation for an external practicum experience completed this semester?

Name of Site Where Student Engaged in Clinical Services:

How many hours per week did the student work at your site:

- Average in person hours/week _____
 - Average remote hours/week _____
 - Required total hours/week _____
-

Start of Block: General Skills Review (2 Pages)

Rating Info

Significantly Above Expected Level: Student performs at a level consistent with peers who are at a post-doctoral/licensed level and is on the path to functioning independently. Student requires little to no corrective feedback/instruction in this area.

Slightly Above Expected Level: Student performs at a level above that expected for their current level of training, consistent with their peers who are in advanced years of training. Student has demonstrated ability to think critically and adapt in this area.

Performs at Expected Level: Student performs at the level expected for their current training. Student applies principles as instructed, implements feedback appropriately, and performs appropriately in this area with guidance.

Slightly Below Expected Level: Student performs mostly at the expected level of their current training, but there are some deficiencies which should be addressed (please address these issues in narrative form). Student has had difficulty adhering to guidelines in this area, although they are responsive to feedback on how to improve in this area. If a student meets this level of performance across multiple semesters, a professional development plan should be implemented to tailor goals and track progress.

Significantly Below Expected Level: Student performs below their level of current training to the extent that there are concerns about ethical practice and/or patient well-being. Student has received repeated feedback and/or requests to improve in this area and has been unwilling and/or unable to improve on the skill at the time of rating. A remediation plan is required; in the event of serious ethical violations, dismissal from the clinical program may be considered.

Supervisor Completing General Evaluation (First and Last name)

Ethics & Legal Standards	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	NA/Does Not Apply
1. Know/adhere to APA Ethical Principles of Psychologists/Code of Conduct, and professional standards/guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Know/adhere to relevant laws, regulations, and policies at the organizational, state, regional, and federal levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognize ethical dilemmas and apply ethical decision-making processes to resolve the dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Conduct self in an ethical manner in all professional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual & Cultural Diversity	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	NA/Does Not Apply
1. Aware of how own personal/cultural history and biases may impact people different from themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Apply theoretical and empirical knowledge base to address diversity in all professional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Awareness and knowledge of individual/cultural differences and frameworks for working with diverse clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Articulate/apply those frameworks to work effectively with diverse individuals and groups

Communication & Interpersonal Skills

Significantly Below Slightly Below As Expected Slightly Above Significantly Above NA/Does Not Apply

1. Develop effective relationships with a wide range of individuals (e.g., clients, peers, supervisors, staff)

2. Produce/comprehend oral, nonverbal, and written communications that are informative and well-integrated

3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well

Supervision, Consultation, & Interdisciplinary Skills

Significantly Below Slightly Below As Expected Slightly Above Significantly Above NA/Does Not Apply

1. Demonstrate knowledge of supervision models and practices; effectively use and contribute to supervision in group and individual formats

2. Demonstrate knowledge and respect for the roles and perspectives of other professions

3. Demonstrate knowledge of consultation models and practices; consult with other providers involved in patient care

Professional Values, Attitudes, & Behaviors	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	A/Does Not Apply
1. Pleasant, accessible, put others at ease; a good team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Present a professional image (dress, grooming, demeanor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Respond promptly to Clinic staff requests for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Communicate promptly to Clinic staff client status changes or appointment information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Arrive punctually for appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Timely documentation in client records; document in Titanium promptly/accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promptly contact new referrals & keep Clinic staff informed of status of new referrals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Maintain proper decorum in Clinic halls/rooms even when not seeing clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Consistently attend Clinic Seminar meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Complete client files promptly upon termination and/or transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Follow Clinic policies & procedures overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Adhere to documentation timelines outlined in clinic manual for all notes reports, consents, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Reflect behavior/values/attitudes of psychology (e.g., integrity, deportment, accountable, concern for others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Set appropriate client boundaries; interact only within treatment parameters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Show self-reflection regarding personal and professional functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Self-care activities enhance performance & well-being; recognize limits; avoid accepting too many responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Actively seek and demonstrate openness and responsiveness to feedback and supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Respond professionally in increasingly complex situations with a greater degree of independence over semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Prepare for supervision; cases reviewed; questions formulated; case notes written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Comfortable with authority; communicate non-defensively; implement corrective feedback

22. Self-evaluation is balanced, objective, justified, & suggests growth areas

Start of Block: Intervention Skills Review (1 Page)

Intervention Supervisor Name (You can list more than one name here)

Intervention	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	NA/Does Not Apply
1. Establish and maintain effective relationships with clients (e.g., working alliance, use self/interpersonal process)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Track client affect/needs; tolerate ambiguity comfortably; avoid premature closure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognize/integrate into treatment impact of gender/cultural/SES issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Develop evidence-based intervention plans specific to the service delivery goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Develop coherent theory-based case formulation; behaviorally specified treatment plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use time, variety of techniques effectively; develop focus early & provide closure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Able to think “on feet”; respond creatively to unfolding circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Effectively use supervision to implement & enhance skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Consult appropriately; aware of personal limits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Inform interventions with scientific literature and theory, assessment data, diversity, and contextual variables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Demonstrate the ability to apply relevant research/theory to clinical decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Adapt evidence-based approaches effectively when a clear evidence-base is lacking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Tie clients' interpersonal patterns to behaviorally specified Treatment Plans/Reviews & Case Notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Succinct, clear writing that operationally conceptualizes client's problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Initial interview clarifies referral; accurate DSM-5-TR / ICD-11 diagnoses, justified by data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Develop/use ongoing measures and Intake Evaluation to plan/monitor treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Evaluate intervention effectiveness, and adapt goals/methods consistent with ongoing evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Review research relevant to case; act as scientist-practitioner/clinical scientist

19. Handle wide range of clients & problems; address and negotiate relationship ruptures

Please describe strengths in intervention going into next semester. Include areas where the student is rated as slightly or significantly above the expected level.

Please describe opportunities for growth in intervention next semester. Include areas where the student is rated as slightly or significantly below the expected level.

Please identify training goals in intervention for next semester. Identify areas of focus for improvement, new populations, techniques, or modalities student hopes to try.

Name of Supervisor Completing Interventions Evaluation (First, Last):

Interventions Supervisor Signature

Start of Block: Assessment Skills Review (2 Pages)

Assessment Supervisor Name (You can list more than one name here)

Assessment	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	NA/Does Not Apply
1. Knowledge of diagnostic systems, functional & dysfunctional behaviors, including strengths and psychopathology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Show understanding of human behavior within its context (e.g., family, social, societal and cultural)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognize/integrate into assessment impact of gender/cultural/SES issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Apply knowledge of functional/dysfunctional behaviors including context to the assessment/diagnostic process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Assessment methods draw from empirical literature and reflects the science of measurement and psychometrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Collect multiple sources of relevant data and methods appropriate to assessment goals and referral questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Uses multiple sources of relevant data and methods appropriate to diversity characteristics of the service recipient

8. Utilize systematic approach to gathering data to inform clinical decision making

9. Able to integrate data from different sources, methods, & domains

10. Interpret results, following professional standards, to inform case conceptualization/classification/recommendations

11. Coherent theory-based assessment conceptualizations & formulations

12. Able to think “on feet”; respond creatively to unfolding circumstances

13. Effectively use supervision to implement & enhance skills

14. Handle wide range of clients & assessment questions

15. Accurate DSM-5 / ICD-10 diagnoses, justified by data

16. Review research relevant to case; act as scientist-practitioner/clinical scientist

17. Aware of limits of assessment data; appropriately qualifies opinions and conclusions

18. Guard against decision-making biases, distinguishing subjective from objective aspects of assessment

19. Accurate and effective communication of assessment findings and implications sensitive to diverse audiences

Did the student complete any community assessments this semester (e.g., MHMR, police department evaluations)?

Yes

No

Consultation	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	NA/Does Not Apply
1. Demonstrates knowledge of consultant role and unique aspects of the role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identifies literature and knowledge about process of informing consultee of assessment findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identifies literature relevant to consultation methods within systems, clients, or settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Consultation with community partners was appropriate in answering the referral question, prompt, and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Consultation with community partners reflected understanding of therapist role in consultation, rights of client and consultee, and methods of communicating with consultee appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe strengths in assessment going into next semester. Include areas where the student is rated as slightly or significantly above the expected level.

Please describe opportunities for growth in assessment next semester. Include areas where the student is rated as slightly or significantly below the expected level.

Please identify training goals in assessment for next semester. Identify areas of focus for improvement, new populations, techniques, or modalities you hope to try.

Name of Supervisor Completing Assessment Evaluation (First, Last):

Assessment Supervisor Signature

Start of Block: Peer Supervision Skills Review (1 Page)

Peer Supervision Supervisor Name (You can list more than one name here)

Please describe the nature of the student's peer supervision (e.g., individual therapy, assessment, intake interviews, etc.). Identify whether the student has completed supervision in assessment, therapy, or both. If both, one supervisor should complete the ratings on behalf of all peer supervisors to reflect overall competence of supervision.

Peer Supervision	Significantly Below	Slightly Below	As Expected	Slightly Above	Significantly Above	NA/Does Not Apply
1. Establish and maintain effective relationships with supervisees (e.g., working alliance, use models of supervision to inform structure of relationship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Track supervisee affect/needs; tolerate ambiguity comfortably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognize/integrate into supervision impact of gender/cultural/SES issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Effectively use supervision to implement and enhance supervisee skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Consult appropriately; aware of personal limits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrate knowledge of, purpose for, and roles in supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Identifies and tracks progress achieving goals and tasks of supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrates knowledge of supervision models and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Demonstrates knowledge of supervision literature and how clinicians develop into skilled professionals

10. Provides helpful supervisory input in peer and group supervision

11. Understands ethical, legal, and contextual issues of the supervisor role

12. Demonstrates knowledge of and effectively addresses limits of competency to supervise

13. Engages in personal reflection about one's clinical relationships with supervisees as well as supervisee's relationships with their clients

14. Provides effective supervised supervision to less advanced students, peers, or other service providers in cases appropriate to the service setting in an effective manner

Please describe strengths in peer supervision going into next semester. Include areas where the student is rated as slightly or significantly above the expected level.

Please describe opportunities for growth in peer supervision next semester. Include areas where the student is rated as slightly or significantly below the expected level.

Please identify training goals in peer supervision for next semester. Identify areas of focus for improvement, new populations, techniques, or modalities you hope to try.

Ratings of Student Competencies Demonstrated During Clinical Practicum Seminar Didactic Case Presentation

Instructions:

1. Please rate the student in the following categories on a scale of 0-3.
2. Once complete, please save this document *in the student's folder under the following path:*

\\clafs3.cla.tamu.edu\Shares\PSYC\Clinic\Faculty Access\Grad Students\Student x Cohort\2023 Cohort\Student Last, First\Case Presentation Ratings.

Select the appropriate cohort year and the proper student folder as highlighted above.

3. NAME the file Student Last Prof Last Case Pres Review. For example, **Smith Cuthbert Case Pres Review**.
4. If you have any questions, please email Kristy. These instructions will keep our Faculty Access folder and student files up to date and avoid file loss.

Student Presenter: _____ Faculty Rater: _____

Type Case: ___ Assessment ___ Intervention ___ Professional Issues Date: _____

Title: _____

Rater, please provide ratings/comments using the following rating categories:

0 - Unsatisfactory (U): The student was deficient in the competency/skill and needs significant further training and substantial personal effort to improve to the Successful level. Feedback should detail recommendations for improvement.

1 - Needs Improvement (NI): The student demonstrated some evidence of the competency or skill, but performance was inconsistent or there may be examples of poor preparation or minor performance flaws. Further training and personal effort are needed to improve to the Successful level. Feedback should detail recommendations for improvement.

2 - Meets Competencies (MC): The student demonstrated minimum competency standards. Areas of strength may be described in feedback.

3 - Successful (S): The student demonstrated basic mastery of the competency or skill. Particular areas of strength may be described in feedback.

Competency / Skill	Rating	Feedback
1. Brief summary of questions/ issues to be addressed by presentation		
2. Clear description of topic/ issue/ construct/ method/ theory/ ethical-legal-risk issue to teach the audience		
3. Clear, concise relevant empirical & theoretical citations & descriptions from the literature—the evidence-base		
4. Clear, concise description of a case that applies/ exemplifies the topic to be taught <ul style="list-style-type: none"> • Case PHI de-identified • Included only case characteristics needed to conceptualize case/ teach topic • Clear, concise presenting questions to be addressed in assessment/ intervention 		
5. Accurate description of evidence-based assessment data clearly linked to case conceptualize/ topic taught		
6. Clear summary of case conceptualization/formulation <ul style="list-style-type: none"> • Presenting questions & assessment data well integrated into a theoretical case formulation that links to effective interventions or “next steps” • Diagnostic impressions (include differential diagnoses) 		
7. Clear recommendations for further assessment, treatment options, “next steps” that flow from overall case presentation		
8. <i>IF update of previously presented case or presentation of on-going therapy case...</i> clear, concise summary of intervention approaches, rationale for each intervention, & current status/ progress /outcomes		
9. Clear description of ethical/ legal/ risk issues demonstrated by the case		

10. Clear description of developmental issues & processes demonstrated by the case		
11. Clear description of diversity & multicultural issues & processes demonstrated by the case		
12. Presenter appeared well prepared & did not simply read the presentation slides		
13. Presenter made effective use of communication aides <ul style="list-style-type: none"> • Presentation slides • Other A/V e-files/ links 		
14. Presenter articulated information well		
15. Presenter was responsive to questions & discussion; asked for and received appropriate consultation		
16. Presenter covered important points, yet was appropriately concise		
17. Presenter managed time well during presentation		
Total Rating Points Earned	/51	

Other Comments/ Feedback from Rater:

Default Question Block

Student's Name

Reviewer Name

Reviewer Email Address (you will receive a copy of your completed review at this email)

Student's Major Advisor

Year Student Entered Program

Date of Review

Block 1**Texas A&M University Clinical Psychology Doctoral Program****Student Competency Review Form****Scale:**

Exceeds Expected Progress for Training Year: Student performs at a level consistent with peers who are in higher training years and is on the path to functioning independently. Student has met and/or exceeded all clinical and research milestones towards graduation for their year in the clinical program.

Meets Expected Progress for Training Year: Student performs at the level expected for their current training year. Student is on time and has performed sufficiently in all clinical and research milestones towards graduation for their year in the clinical program.

Needs Improvement to Meet Expected Progress for Training Year: Student performs mostly at the expected level for their current training year, but there are some deficiencies which should be addressed (please address these issues in narrative form). Student has had difficulty adhering to program research and/or clinical guidelines and timelines, although they are responsive to feedback on how to improve in these areas. Student remains mostly on track towards graduation for their year in the clinical program. If a student meets this level of performance across multiple semesters, a professional development plan should be implemented to tailor goals and track progress.

Unsatisfactory Progress for Training Year: Student performs below their level of current training to the extent that there are concerns about ethical clinical/research practice, severe deficiencies in progress, or other concerns related to student professionalism and ability to complete the program given lack of progress expected for their training year. Student has received repeated feedback and/or requests to improve in this area and has been

unwilling and/or unable to improve on the skill at the time of rating. A remediation plan is required; in the event of serious ethical violations (either research or clinical), dismissal from the program may be considered.

Select overall rating

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
Course requirements and teaching competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical competencies (rated by clinic director)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Areas needing attention or next steps for course requirements and teaching competencies:

Areas needing attention or next steps for research competencies:

Areas needing attention or next steps for clinical competencies:

Block 2

Texas A&M University Clinical Psychology Doctoral Program

Student Competency Review Form

Scale:

Exceeds Expected Progress for Training Year: Student performs at a level consistent with peers who are in higher training years and is on the path to functioning independently. Student has met and/or exceeded all clinical and research milestones towards graduation for their year in the clinical program.

Meets Expected Progress for Training Year: Student performs at the level expected for their current training year. Student is on time and has performed sufficiently in all clinical and research milestones towards graduation for their year in the clinical program.

Needs Improvement to Meet Expected Progress for Training Year: Student performs mostly at the expected level for their current training year, but there are some deficiencies which should be addressed (please address these issues in narrative form). Student has had difficulty adhering to program research and/or clinical guidelines and timelines, although they are responsive to feedback on how to improve in these areas. Student remains mostly on track towards graduation for their year in the clinical program. If a student meets this level of performance across multiple semesters, a professional development plan should be implemented to tailor goals and track progress.

Unsatisfactory Progress for Training Year: Student performs below their level of current training to the extent that there are concerns about ethical clinical/research practice, severe deficiencies in progress, or other concerns related to student professionalism and ability to complete the program given lack of progress expected for their training year. Student has received repeated feedback and/or requests to improve in this area and has been unwilling and/or unable to improve on the skill at the time of rating. A remediation plan is required; in the event of serious ethical violations (either research or clinical), dismissal from the program may be considered.

1. Professionalism: as evidences in behavior and comportsment that reflect the values and attitudes of psychology.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/ Rated
1A. Integrity - Honesty, personal responsibility and adherence to professional values. Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1B. Deportment - Communication and physical conduct (including attire) is professionally appropriate, across different settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1C. Accountability - Accepts responsibility for own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1D. Concern for the welfare of others - Acts to understand and safeguard the welfare of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1E. Professional Identity - Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/ Rated
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context - Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2B. Others as Shaped by Individual and Cultural Diversity and Context - Applies knowledge of others as cultural beings in assessment, treatment, and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context - Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2D. Applications based on Individual and Cultural Context - Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines - Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3B. Awareness and Application of Ethical Decision Making - Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3C. Ethical Conduct - Integrates own moral principles/ethical values in professional conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
4A. Reflective Practice - Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4B. Self-Assessment - Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) - Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4D. Participation in Supervision Process - Effectively participates in supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
5A. Interpersonal Relationships - Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5B. Affective Skills - Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5C. Expressive Skills - Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
6A. Scientific Mindedness - Values and applies scientific methods to professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6B. Scientific Foundation of Psychology - Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6C. Scientific Foundation of Professional Practice - Demonstrates knowledge, understanding, and application of the concept of evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
7A. Scientific Approach to Knowledge Generation - Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7B. Application of Scientific Method to Practice - Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
8A. Knowledge and Application of Evidence-Based Practice - Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/o organizations.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
9A. Knowledge of Measurement and Psychometrics - Selects assessment measures with attention to issues of reliability and validity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9B. Knowledge of Assessment Methods - Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9C. Application of Assessment Methods - Selects appropriate assessment measures to answer diagnostic question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9D. Diagnosis - Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9E. Conceptualization and Recommendations - Utilizes systematic approaches of gathering data to inform clinical decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9F. Communication of Assessment Findings - Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
10A. Intervention planning - Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10B. Skills - Displays clinical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10C. Intervention Implementation - Implements evidence-based interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10D. Progress Evaluation - Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
11A. Role of Consultant - Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11B. Addressing Referral Question - Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11C. Communication of Consultation Findings - Identifies literature and knowledge about process of informing consultee of assessment findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11D. Application of Consultation Methods - Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
12A. Knowledge - Demonstrates awareness of theories of learning and how they impact teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12B. Skills - Demonstrates knowledge of application of teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
13A. Expectations and Roles - Demonstrates knowledge of, purpose for, and roles in supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13B. Skills Development - Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13C. Processes and Procedures - Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
13D. Supervisory Practices - Provides helpful supervisory input in peer and group supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions - Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts - Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes - Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14D. Respectful and Productive Relationships with Individuals from Other Professions - Develops and maintains collaborative relationships and respect for other professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA)

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
15A. Appraisal of Management and Leadership - Forms autonomous judgment of organization's management and leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15B. Management - Demonstrates awareness of roles of management in organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15C. Administration - Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level)

	Unsatisfactory Progress	Needs Improvement to Meet Expected Progress	Meets Expected Progress	Exceeds Expected Progress	Not Applicable/Not Rated
16A. Empowerment - Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16B. Systems Change - Promotes change to enhance the functioning of individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency Remediation Plan

Date of Competency Remediation Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Competency Remediation Plan

<u>Competency Domain/ Essential Components</u>	<u>Problem Behaviors</u>	<u>Expectations for Acceptable Performance</u>	<u>Trainee's Responsibilities/ Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____	_____	_____	_____
Trainee Name	Date	Training Director	Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Competency Remediation Plan Continued

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Expected Benchmarks (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. *(PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

Trainee Date

Training Director Date

Trainee's comments (Feel free to use additional pages):